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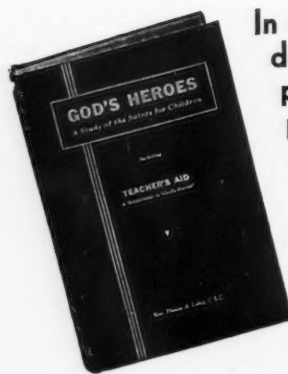
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Volume 43

March, 1943

Number 3

MARCH, 1943

The January survey number of your Journal provided evidence of the vast amount of direct service to our country for which Catholic educators may well feel proud. This theme is continued in your March issue. Father Stanford's address, "Current Developments in Education," discusses some of the effects of the war upon our schools and Sister Stella Maris makes some timely suggestions for patriotic service in Catholic high schools. Another article on wartime service of Catholic high schools will appear next month.

"The Teaching Mission of the Catholic Press," by Bishop Gannon, was intended for Catholic Press Month, but we are promoting a Catholic Press Year, not merely a month. On this subject we suggest that you reread the articles on the press in the February issue.

Wartime lessons and activities for high school and grammar grades are featured among the Practical Aids for March. And your students will enjoy the good study of St. Thomas Aquinas. Primary teachers will find some good suggestions in Sister Adelaide's way of teaching phonics. A good course in phonics lays a foundation for facility in speech, reading, and spelling.

N.C.E.A. Meeting Canceled

The fortieth annual meeting of the National Catholic Educational Association, announced on this page last month, has been canceled because of war conditions.

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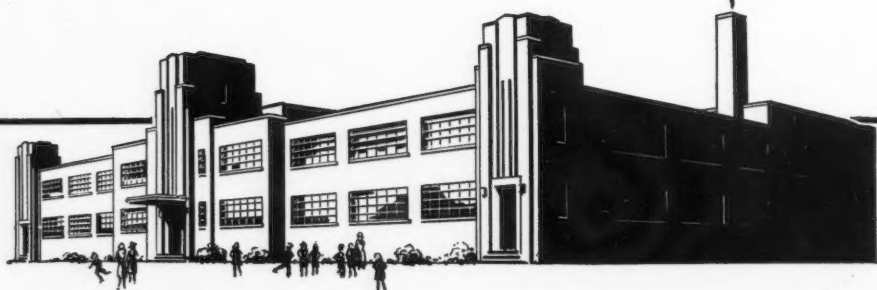
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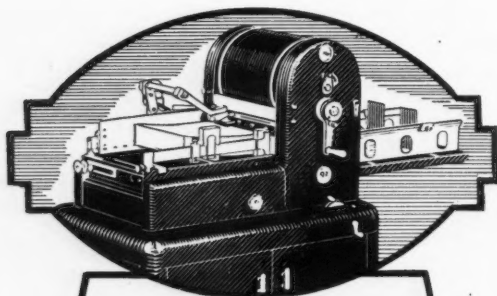
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The CATHOLIC SCHOOL JOURNAL

Vol. 43

MARCH, 1943

No. 3

Current Developments in Education*

Very Rev. Edward V. Stanford, O.S.A.

THERE are certain new developments in higher education which grow directly out of the war emergency and which, of course, are of primary concern to the colleges. Since, however, these new developments are bound to have strong repercussions on the secondary schools, it may be helpful to outline informally the implications which they seem to hold for the secondary schools. I will confine myself to discussing very briefly what I consider to be the three chief developments.

The Accelerated Program

One of the first educational developments stemming from the war was the accelerated program of education in colleges and professional schools. College students are now enabled to complete the full college course in approximately two and two thirds years by eliminating the usual vacation periods and making education a year-round matter. A similar program has been adopted in the medical and law schools. A further acceleration of professional training is now being accomplished by reducing the amount of preprofessional training required.

As long as the draft age remained at 20 years of age, there was only random talk urging acceleration below the college level. With the draft age now reduced to 18, it seems certain that acceleration of some type or other will soon be adopted generally in secondary schools.

I am aware, of course, that this problem has become an emotional issue in secondary school circles. The colleges are accused of trying to raid the high schools for the selfish purpose of saving their enrollments. The session dealing with this problem at the recent annual meeting of the Middle States Association of Colleges and Secondary Schools held in New York late in

November, certainly produced considerable heat, but little light and no constructive solution. Parenthetically, may I say that I have gained the impression that there is a far more objective attitude toward this problem among educators in Catholic secondary schools than is true in other secondary schools whether public or private.

It is my conviction that secondary school educators should face this problem promptly and objectively, if the acceleration which does come is to be prudent and wise. Already colleges are beginning to accept high school students after three and a half years and some institutions have announced their intention to accept 3-year high school students. The superintendent of public instruction in Pennsylvania announced five days ago (December 23, 1942) certain policies which make it possible for 3½-year high school students upon "recommendation by the responsible school officials" to seek admission into college with the blessing of the state department. In my opinion, the problem will not be solved by this concession.

Although questioning the advisability of accelerating by arbitrarily chopping off a few months of high school education, I am convinced that some form of acceleration should be adopted by the secondary schools to make it possible for at least promising male high school students in the scholastic upper half of the class to be ready for college a year earlier than at present. In this way, such students would be enabled to have a year at college before reaching draft age.

For such acceleration of selected high

school students, I advance three reasons.

1. A year at college will do far more emotionally and psychologically to prepare these young men for military service than would be the case by retaining them in high school. It has always been most interesting to me to observe the character maturation that takes place in most young men during the first year at college. Under the impact of impending war service, this is even more marked.

2. Young men of college caliber should be encouraged to entertain the idea of completing college after their war service is over. The young man who has had a successful year at college is more apt to return there than his comrade who never had attended college. Also to be considered is the fact that present government planning for wounded soldiers discharged from service as well as for demobilization after the war contemplates making it possible for our young men to continue with their education which was interrupted by the call to military service.

3. The possibility of having a supply of young men for at least one college year may well mean the difference between survival and nonsurvival for many privately controlled colleges, particularly if we have a protracted war. Present Army and Navy college programs will utilize at the most only a few hundred colleges. The wholesale closing of our privately supported colleges at this time, may very well pave the way for the complete dominance of publicly supported higher education in the postwar period.

The Plight of Liberal Arts

A second effect of the war upon higher education has been to suspend our traditional liberal-arts education. The drift

*Address delivered at Sixth Annual Meeting, Middle Atlantic Region of Secondary School Department of N.C.E.A., at Little Flower High School, Philadelphia, Dec. 28, 1942, by the president of Villanova College, Villanova, Pa.

away from liberal-arts studies has been pronounced since Pearl Harbor. Under the impact of the lowered draft age and the new Army and Navy college programs, liberal-arts studies on the college level for male students will virtually disappear for the duration. Even college women will be under ever increasing pressure to take the so-called "practical" or scientific studies in the interest of the war effort. Under such circumstances, it seems to me that there is a great opportunity and a responsibility for our secondary schools to step into the breach and to preserve the liberal-arts studies during the war years. I believe that a determined effort should be made to intensify the cultural studies at the high school level, particularly for those boys and girls who are of college caliber. This does not mean that mathematics and science should be neglected. Well taught courses in mathematics and science have always been a part of a liberal education. A re-emphasis upon them at this time is a move in the right direction.

There is reason to fear, however, that the virtual suspension of liberal-arts studies in the colleges may influence a similar de-emphasis in the secondary schools. What bothers me particularly, is that the "Victory Program" of the U. S. Office of Education may operate in such a way as to weaken further the cultural subjects at the secondary school level, at a time when it is more important than ever that they be emphasized and intensified. It is my firm conviction that our tremendous postwar problems will need for their solution the best efforts of men and women of broad and liberal educational background. It will be tragic if we are to have a whole generation whose education has been mainly vocationalized.

I do not oppose the "Victory Program" for the secondary schools—it can serve a very useful purpose—but, I do insist that it must be employed with discretion.

Under present conditions, it seems to me that "Guidance" as a function of the secondary school, becomes more important than ever. Through competent "Guidance," the student for whom high school or junior college should be terminal education must be identified and directed into those practicalized types of training which are geared more directly to the war effort. However, "Guidance" must also identify the student whose aptitudes and abilities fit him for profitable study on the college or university level. Such students should be assured a liberal and cultural preparation that will best fit them to take their place in the ranks of the thinkers and leaders whom we are going to need so desperately as soon as the war is over.

Army and Navy Plans

The third educational development on the college level about which I wish to

speak has to do with the use of selected colleges and universities under contractual arrangements with the government to train young men needed by the Army and Navy. I will not go into the details of these programs nor will I attempt to speculate about the effects of these programs on the colleges other than the observation already made about the effect on liberal-arts education. It will be more to my purpose to point out some of the implications which I see for our secondary schools.

Hidden in these plans, and possibly more apparent in the Navy program, there is a great social and educational innovation that should have tremendous interest for the secondary schools.

Thus in the new college training program of the Navy, it is proposed to select annually from the high schools by competitive examinations some 50,000 young men who have reached their seventeenth birthday and who are physically fit. The young men thus selected will be inducted into the Navy, sent to a college of their own choosing wherever practicable, and provided it is one of the cooperating colleges. While at college, all expenses for room, board, and tuition will be paid by the government. In addition, the young men will receive their clothes and the monthly pay of apprentice seamen. Under the Navy program, students will receive college training for periods ranging from four semesters for those intending to become aviation cadets, to 5 semesters for engineering officers and even beyond 8 semesters for those preparing to be medical men or chaplains, who must complete not only the preprofessional work of the college but also the work of the medical or theological school.

It should be very evident that this Navy program has tremendous social and educational implications. It is, in effect, a national scholarship program on a grand scale. Add to this the Army program, although not as liberal and as well conceived educationally, but which will probably involve three times as many students,

A CAUTION

It is necessary to provide various types of training needed by the armed forces. At the same time everything should be done not only to preserve but also to make effective the deeper educational values. . . . The Nazi type of education went all out for . . . practical training and almost completely eliminated those phases of education that humanize the soul and develop free personality. We need to guard against imitating that kind of education too closely.

— Rt. Rev. Msgr. George Johnson.

and you will have some idea of the extent of the program which is going to be presented to the secondary schools within the next few weeks.

It seems clear to me that the secondary school which wishes to have its young men well prepared to qualify for the exceptional opportunities being offered through the armed services, must now be doing or must take immediate steps to do three things:

1. Provide thorough courses in such basic subjects as English, history, mathematics, and physics.
2. Have a well conceived health program which includes physical training.
3. Have a competent guidance program and utilize freely good testing materials, of the objective types.

These three points seem to me to be very important and I feel that they should be expanded into more concrete suggestions. In an effort to do this, I have put to myself this supposititious question. If you were principal of a boys' high school at this time, in view of the new Army and Navy college training programs, what would you wish to do in your high school without any delay? I can readily give six or seven answers to this question.

1. I would familiarize myself thoroughly with all the details of these programs, particularly that of the Navy.
2. I would identify the boys whom I would urge to apply for admission to college in February, 1943, and I would advise them to make immediate arrangements with their college to enlist in the V-1 College Program.
3. I would identify the boys whom I would urge to take the forthcoming Navy high school examination as well as other boys who give good promise for the Army program. Certainly all of these boys would be in the upper half of their class.
4. I would make certain that the boys whom I had identified were thoroughly at home in taking various kinds of objective-type tests, because both Army and Navy use these tests extensively.
5. I would provide for my senior students, if necessary, refresher courses in mathematics and physics.
6. I would provide complete medical examinations for these boys so that remedial measures might be taken to remedy underweight, overweight, faulty posture, faulty teeth, and so on.
7. I would provide regular classes in physical training for these students at least three times weekly.

This concludes my sketchy outline of some current educational developments on the college level together with my guesses as to the implications which they have for the secondary schools. In wartime, new developments take form rapidly, and this is true also in education whether on the college level or on the secondary school level.

The Catholic High School in Wartime*

Sister M. Stella Maris, R.S.M.

I. Shall I Maintain My Ordinary High School Program in Wartime?

WHEN things were running rather smoothly, in the 1930's, we teachers had grown somewhat pessimistic about our own students and youth in general. With the exception of the heroic few who are never absent in any era and who spend themselves in building Christlike characters by putting self in the background, we found boys and girls indulging in much selfishness, overfond of amusements of all kinds, loath to make sacrifices or to practice the hard things which personal holiness and active Catholicity always demand. Now a world war is raging and a change of attitude is evident. We are no longer bombarded by questions such as: "Do I have to take math?" "Do I have to study science?" "What good is this literature?" ad infinitum, but, on the contrary, we are asked: "Will this help me? Which study will be most valuable for me? I may need trigonometry in the Air Corps or Navy. May I take it now, or is it above my head?"

Boys are aware of the fact that mathematics is necessary for a successful career in every branch of the service. They are willing and eager to take time out to try to master the fundamentals. The teacher's job is to direct and encourage, at the same time aiding the student to select wisely those courses which he is capable of pursuing and from which he may derive that information which will be of most service to him after he leaves school. Girls appear in this picture too. Many positions formerly held by men must be filled by them. The regular high school courses in English and mathematics must be attacked from the practical angle. Mastery of English is essential for the understanding and interpretation of enemy propaganda and as a medium for the sound presentation of truth. The boy or girl who cannot express himself or herself fluently in conversation or easily in writing is handicapped.

The Catholic high school teacher should aim at the perfection of the mechanics of the English language, give opportunities for oral expression, argumentation, discussion, etc., and instill in his students a desire to excel in basic knowledge of English usage, mathematical calculations, scientific procedure, and business management. The foreign languages have a new appeal. Our boys expect to go overseas—our nurses and their aides too. The conversational angle of these languages might be given

first consideration. Numerous government agencies demand a knowledge of the physical or biological sciences. In proportion to their fitness for the job can our high school students aid materially in winning the war?

It may be of interest to note that 9 per cent of the Georgians called to the Army in the first six months of 1942 were rejected because of illiteracy. The Navy, the Army, and the Air Corps present figures on our high school graduates to show notable deficiencies in fundamental mathematics. Mathematics can and should be emphasized as a functional part of the work in science and other allied courses. Physics should be taught from the functional angle. Practical work with gasoline motors, electric motors, radio, etc., should be incorporated. The study of inflation, its causes and results, and how each individual can help prevent it would be most timely. Reading of up-to-date maps and charts, interpretation of graphs, statistical tables, diagrams, blueprints should be included in the high school program. Studies have shown that this practice in high school is a timesaving device in after-school years.

Good teaching in wartime differs little from that in good current practice in peacetime. The National Wartime Education Commission declares: "Good teaching is defense work." In that master-piece on *Christian Education of Youth*, Pius XI states very definitely the objectives of Christian education. We read:

Christian education takes in the whole aggregate of human life, physical and spiritual, intellectual and moral, individual, domestic, and social, not with a view of reducing it in any way, but in order to elevate, regulate, and perfect it, in accordance with the example and teaching of Christ.

Hence, the true Christian, product of Christian education, is the supernatural man who thinks, judges, and acts constantly in accordance with right reason illumined by the supernatural light of the example and teaching of Christ; in other words, to use the current term, the true and finished man of character.

This aim of Christian education remains constant, despite the shifting emphasis from year to year. To the extent that self is sacrificed and Christ substituted, Christian character is formed. At present, in wartime, the spirit of sacrifice permeates the atmosphere. War demands privations. The Catholic boy and girl are familiar with mortifications during Lent. We can build

*This was part of a panel discussion at the fifth annual meeting of the Southern Regional Unit of the Secondary School Department of the National Catholic Educational Association, held December 4, 1942, at Memphis, Tenn. The author is a teacher at Mt. de Sales Academy, Macon, Ga.

upon this foundation and teach them to regard wartime as a continued Lent. Small sacrifices for country will lead to greater sacrifices for their fellow man, for their faith, and their God. Small earnings can be invested in defense stamps and bonds. Spending money can be sacrificed for subscriptions to Catholic magazines, newspapers, or pamphlets for the soldiers and sailors; or linens can be purchased or made for Army and Navy chaplains.

Patriotism, sacrifice, and religion must be interwoven. The teaching of patriotism, love for American institutions, and the democratic way of life is not reserved for times of war. But the opportunity for the immediate acting on the world's stage of the principles learned lends new interest and enthusiasm and thus makes the teacher's task lighter.

Father Quigley, in discussing patriotism at the recent N.C.E.A. convention, defined it as "a virtue, participating in the virtue of charity, to the extent that by it we are inclined truly to choose our land and our countrymen as good for us and reflections of the goodness of God; and, participating in the virtue of justice, to the extent that it inclines us to offer our country and our countrymen the honor, reverence, obedience, and service due to them under God."

Without God and the supernatural, patriotism degenerates into the vices of Nationalism, Internationalism, Fascism, or Communism. Under God it remains a virtue to be practiced, not only in times of national stress and danger but always and everywhere."

It has been well demonstrated that knowing the answers to the Catechism questions is not necessarily knowing one's religion, nor is it an assurance of a good Catholic life. There is general agreement that experiences must be provided out of which the habit of religion will develop. The same is true of patriotism. Civic information should not be our aim. We should plan activities and experiences which will aid the development of habits of loyalty, obedience, and reverential love for the members of their own family first, then life in the neighborhood, in the parish, in the diocese, in the city, in the state, in the nation. This will lead to a true appreciation for all human life and eventually to a dynamic love for the all-good God. If during their high school years our boys and girls have learned a true sense of justice, they will go forth from the classrooms determined at any cost to protect our American way of life. This determination



—Wide World Photos
Soldiers Attending Mass Aboard an American Army Transport Before Landing at Oran, French North Africa. The Photograph was made on the day of the attack.

will result from a thorough understanding and appreciation of the blessings available to those who live in a Christian democracy.

For too long a time have the social studies been taught as factual material. Students have not been made to think and reflect seriously on the events, characteristics, etc., which were responsible for the successes and the failures of the past. History was dry and led to boredom. Its relation to the present was not seen. Great generals, great administrators, great teachers, magnetic personalities were not visualized as possibilities in the present order of world affairs. The reasons for their greatness were not pondered. Teachers might well consider carefully how best to present the social inheritance to their pupils today. Willman's "ideal goods" deserve much thought. The virtue of Christian charity and brotherly love may be developed

through a study of history, geography, and literature. American history should receive greater emphasis in our high schools—a truly unbiased study of American successes and failures in the past.

A spirit of tolerance has to be inculcated. Hate and envy are easily generated. An understanding of the Mystical Body of Christ is one of the greatest means by which to get across to youth the value of human life and the virtues that must be practiced by those who call themselves followers of Christ. Houselander's book, *This War Is the Passion*, portrays a beautiful spirit of tolerance. A few quotations taken at random from this English author will illustrate the point. She writes:

Many "other Christs," civilians and soldiers, have died; before the war ends many more will die; long before peace is declared those dead will be united . . . for these dead are

all one in Christ. Just one host lifted for the world, be they English, Polish, German, or French, and they have gone away for the reason that Christ went, that the Paraclete may come.

Therefore, the unbroken, the undivided Christ must rise, and between all nations the torrent of His life must flow. . . .

Secretly, in the hearts of those who set the wounded feet of Christ in the dust again, who lift up His hands again, showing their red stars to God, wisdom must come, Christ's seed must break; not seen by the world, there will be a oneness among nations and classes, the beginning of a revolution of love. . . .

Fear, hate, pride have grown and grown and are spreading through the world in the form of destruction, cruelty, death. No arms can win the victory over these forces, only one Force can oppose it, that is the force of love. . . .

To be Christ's will, to love God with His love and to love men with His love, it means doing what He did, dying to self.

An accelerated program, if not for all, at least for the bright student must be given careful consideration. Every opportunity within the power of the teacher should be used for the improvement of instruction and the care of individual needs. To the more intelligent we must look for leadership. Every occasion must be utilized to develop the qualities of leadership. Discipline must be strictly enforced. By the term *discipline* is meant the practice of self-control. This applies in the physical, intellectual, emotional, moral, and spiritual order. A well-disciplined individual is an asset to Army, Navy, or civilian life. If our high school program is complete, our boys and girls will go forth from us prepared to show Christ to the world. Unless they are capable of this, our teaching has been in vain.

2. Must the Catholic High School Participate Fully in Community Activities?

The Catholic high school has a specific job to do. In a letter dated August 28, 1942, President Roosevelt addressing the educators of America tells them:

We ask that every schoolhouse become a service center for the home front. And we pray that our young people will learn in the schools and in the colleges the wisdom and forbearance and patience needed by men and women of good will to bring to this earth a lasting peace.

This wisdom spoken of by the Commander-in-Chief must reach beyond the years of war. There is a life preparation for time and eternity to be accomplished in these four years of high school. When community activities aid in that preparation and in no way hinder that preparation they may be considered part of the curriculum. Extracurricular activities, especially those of a predominantly social nature (proms, etc.), are taboo in times such as these. The purchasing of war stamps and bonds, the collection of scrap or such like

—all these are part of the sacrifice program in any Catholic school.

Physical fitness is a concern of the school and its program. The school should avail itself of all community assistance offered in order to safeguard the health of the students. That health education must be undertaken by the school since other social units seem to neglect it may be emphasized more fully by the following quotation from the report of the Georgia Wartime Commission on Education:

Little tragedies of malnutrition, disease, and neglect in the lives of those we have taught since the last war now become a national tragedy, when two whole army divisions in Georgia alone are lost in the first draft; 26,000 men between the ages of 20 and 35 are rejected because of physical defects.

First-aid classes may be initiated by the school alone, community alone, or both uniting in a common effort. Nutrition classes and homemaking and home-nursing classes for girls and many different types of vocational subject classes for boys can be worked out by the cooperation of school and community service. Red Cross activities within the scope of the high school student's interests and ability should be encouraged. These are just a few of the many possibilities for participation of school and community in one another's resources. Community activities, just as any other activity, can be carried to extremes. A good rule to follow is: Where community activities detract from the high school program, the high school should consider it a duty to prohibit student participation in such; where the community activities complement the work of the school, the students should not only be encouraged to take part, but, on the contrary, certain courses might be made compulsory.

3. Do I Favor the High School Victory Corps?

The two broad objectives of the high schools' wartime program to which the Victory Corps is related are:

1. The training of youth for that war service that will come after they leave school; and
2. The active participation of youth in the community's war effort while they are yet in school.

Guidance in choice of subject matter and preparation for life outside the school immediately following the completion of the high school career are functions of the Victory Corps which can be instituted in any Catholic high school. The Catholic teacher has always considered it part of his or her task to be a guide or adviser to students. If the teacher did not have the necessary information, its location was sought, and the student was directed to consult the proper authority. In wartime this is partic-

ularly important. The teacher has the means at her disposal of checking the intellectual capabilities (in so far as they can be measured) of students; their achievement along certain paths of knowledge; usually some data on their mechanical aptitude; their spirit of cooperation, and the degree to which they have developed the character traits of honesty, dependability, courage, and perseverance. With these data the teacher can predict wherein success may lie. The student is accordingly directed to consult authorities in certain branches of the service so that he may foresee and prepare for rendering best service to his country. The student will also be kept up to date on current developments and needs.

A physical-fitness program will be carefully planned; military drill properly conducted will be carried on wherever possible in secondary schools for boys. Volunteer service in civilian defense can be made appealing. Information on care of young children, conservation of food, economic budgeting, etc., can be secured in the high school classes or in classes held in community centers. A right conscience toward rationed goods and luxuries will be formed by the teacher and imitated by the students. Students can be given preliminary training in business, homemaking, and the professions, and their studies given a slant in that direction.

Preflight training in aeronautics and pre-induction training for critical occupation require the employment of experts and many materials which the small high school or small town may not be able to furnish. If full participation in the Victory Corps is possible, let us accept the opinion

of experts and provide every possible opportunity for our youth which will enable them to prepare themselves for the winning of a just peace. If we are not prepared to give our boys a technical training, let us concern ourselves with the perfection of the fundamentals. President Robert Hutchins of Chicago University comments that:

We need technology to win this war, but technology will not win it. . . . What will win the war and establish a just and lasting peace are educated citizens.

. . . The courses which will be of greatest value in winning the war are not those of immediate practical utility but those which will teach you as citizens to think.

Hutchins' comment refers to university education. However, application to the high school is not out of place. If the high schools, especially the Catholic high schools, could develop in their students the ability to think clearly and judge critically, they would render the nation a marvelous service. There is the danger of devoting too much time to preparation for war and too little time to preparation for life. After all, some of our students hope to survive the war. Army and Navy experts are clamoring for material with which to work. A general background is necessary. We need to study the cultures and economics of our allies and our enemies as a basis for understanding the real issues and problems of the war and the peace. Technicalities are perfected when built on a solid foundation. Therefore, let us resolve to make safe and strong the bases, sow deeply the seed, and in consequence, the resulting product will be easily polished and not readily tarnished. |



We All Help

G. C. Harmon

The Curriculum of the Elementary School

Sister M. Vernice, S.N.D.

(Concluded from the January issue)

VI. Organization of the Curriculum

THE considerations set forth in the preceding sections of this study lead to the outskirts of the perennial debate, "Shall the curriculum be organized in terms of activities or in terms of subjects?"

There is a present tendency in so-called advanced schools of educational thought to support the theory that real-life situations and activities furnish the proper basis for organization of the course of study. Education is life, and life is not made up of subjects, but of a system of activities and experiences. Living is not compartmentalized into arithmetic experiences, history experiences, and so on. An approach to life conditions, therefore, demands the breaking down of artificial barriers set up by the traditional school curriculum.

The curriculum, consequently, should be organized wholly in terms of pupil activity. It is not to be composed of something that can be handed down from one generation to another; rather, it is something dynamic, involving subject matter only in so far as this needs to be called into assistance in the solving of some problematic situation. To minister effectively, then, to the development of the growing child, the traditional, logically arranged subjects of study must be overthrown, and in their place, arises a curriculum of activities, appealing to the interests of children, and involving the learning of only those knowledges and skills as are pertinent to the fulfillment of the activity in progress. Says Kilpatrick with reference to this theory:

An activity curriculum is a network of experiencing. It begins with something which an individual or group has already experienced, and through the desire of the individual or group to further interpret the experience difficulties arise, and through the effort of the individual or group to overcome these difficulties new interests are created and new problems appear, and so on. It is a never ending process. In brief, these individuals are experiencing, and each experience leads on to further experiencing, thus forming an intricate network which involves investigating, questioning, planning, performing, evaluating, appreciating, achieving, and enjoying.²⁸

Since education is life, and the full life is that in which the capacities for creative self-expression have been developed to the highest point in each individual, it is the responsibility of the school to organize a curriculum around those activities and experience which will draw out the individual to the fullest extent.

²⁸National Society for the Study of Education, *The Activity Movement*, Thirty-Third Yearbook, p. 62.

Subject-Matter Grouping Sound

Antipodal to the above theory is the one which maintains that the traditional subject-matter grouping is still fundamentally sound as a basis for organizing curriculum content. Since no curriculum can possibly contain all there is to be learned in life, selection must be made, and organization of the elements thus culled must take place. Here the basic units are facts and skills homogeneously grouped into various subject fields like history or mathematics, *et cetera*. Not only is this grouping highly useful but almost inevitable. The immature mind of the child cannot grasp the experience of preceding generations in its totality, and so, almost naturally by analysis, it breaks up into different clusters of related interests.

The curriculum can be vitalized and rejuvenated when necessary but this desirable end should be achieved within the framework of traditional subject groupings. The retention of these groupings as a basis of organization avoids the danger of poor pupil mastery in the fundamental tools of learning. Ernest Horn, for one, voiced this theory when he declared that courses of study both in content and organization should attempt to mirror more fully the reality of life, still "all useful ends can be reached by the reselection and reorganization of values within present subjects."²⁹ A new synthesis of knowledge would not necessarily demand a course of study entirely different from the best that exists at the present time. Nor need subjects loose their identity in the curriculum for they represent useful organizations of the accumulated experience of the past. Horn states further:

Neither the analyses of child needs nor the analyses of adult needs indicate that any of the subjects of the elementary school must go. Rather, they have shown, first, a few gaps in the curriculum as a whole; secondly, the need for new content, new organizations, new emphases within the subjects themselves; and thirdly, the need for better co-ordination or integration among the subjects.³⁰

Integration Is Necessary

A variant of this theory is one that recognizes that an adequate school curriculum, especially on the elementary school level, must consist of knowledges, skills, drills, efforts, activities, experiences, attitudes,

²⁹Ernest Horn, "What New Viewpoints in Education Justify a Redirection of Teaching?" National Education Association Address and Proceedings, 1933, quoted in J. K. and M. A. Norton, *op. cit.*, p. 38.

³⁰Ernest Horn, "Issues and Misconceptions Concerning Integration," National Education Association, Department of Superintendence, Official Report, 1935, quoted in J. K. and M. A. Norton, *op. cit.*, p. 9.

and appreciations which fit the child to meet his problems in school and in life outside the school, and that in order to unify all these essential elements into a meaningful body of learning material, integration is necessary. And by "integration" is not meant the problem-solving process which the progressive theory of education identifies with the term.³¹ Rather, integration as here used implies that there will be a functioning of each of the subjects and skills which are taught. It has reference, furthermore, to a certain wholeness or unity in the learning process. Such unification is achieved when the teacher, pupil, and materials of learning combine in harmonious relationships. This relationship, to be truly integrative, must result in meaningful interpretation of learning materials, and in wholesome motivation of the learning process.

The values of our cumulative social heritage form an integrated body of culture achieved in the course of civilization. And it is one of the chief functions of education to orientate the individual to these values. The corollary is that the curriculum should be organized in terms of this culture. Situations and problems of present-day life may be used as a meaningful approach to this body of significant, organized knowledge, but they should not constitute the prime essence of the curriculum.

These challenging theories referring to the organization of the curriculum provoke further discussion. Consider first, the theory which would have the curriculum organized in terms of activities.

The Activity Theory

Activities and experiences may be looked upon as a legitimate supplement to the program of systematic and sequential learning, but to construct the curriculum primarily out of these child activities would not only be inadequate and positively one sided in viewpoint, but would prove egregiously harmful to the best development of youth. The philosophy and theory underlying the activity curriculum is basically unsound and fallacious in the idea of freedom and lack of discipline that it implies. And yet as McGucken says:

The great need of American youth and American adults for that matter is discipline: intellectual discipline, moral discipline. The progressive system does not provide for that. . . . The progressive school trains the child for an unreal world where he will have to do only the things he wants to do. Intellectual discipline is needed if we are ever to produce scholars and leaders, as well as followers who will not be stampeded by mob hysteria or

³¹F. S. Breed, *Education and the New Realism*, p. 156.

propaganda. To achieve success in the world — materially, intellectually, or spiritually, means work.³²

This theory of unlimited concession to childish caprice, letting the child choose what he will or will not do, and organizing the curriculum on such a fluctuating and unstable foundation fails to recognize that one of the factors differentiating mankind from the animal is the power to work systematically and persistently in the face of strong desires, impulses, and interests impelling him to the contrary. Certainly it does not recognize, or recognize sufficiently, the inescapable need of the young for control, guidance, instruction, and discipline as a basis for the responsibilities of adulthood. Bagley maintains that this theory is perilous because it deliberately belittles the importance and significance of the social heritage which is at once the most precious and the most difficult for each generation to acquire: the heritage, namely, of knowledges, skills, ideals, and standards of life. He states, "I can conceive of no set of assumptions, which when made the sole basis of an educational program and carried out consistently, would more certainly intensify individualism and enthrone a glorified hedonism."³³

It is a psychological fact that everyone must educate himself — that one learns through his own mental activities, and not merely by being exposed to learning. Still the term "activity" does not always and necessarily connote some overt, bodily movement. Any sane mind will recognize the fact that thinking is activity — a type of activity on a much higher plane than the physical kind. One can recognize too, that the curriculum need not consist fundamentally of the kind of activities advocated by a number of activity curriculum proponents. Aristotle's statement to the effect that intellect is perfected not by knowledge but by activity expresses succinctly the highest type of educational activity, one which cannot be relegated to a minor place in modern education if it is to produce an educated man.

Then, too, if one examines how much of his present knowledge and information was obtained through his own personal experience, he would have to admit that by far the greater part of it, and probably the most important items, were vicarious experiences obtained through bodies of knowledge which have been built up during hundreds and hundreds of years by the greatest minds of the race. These bodies of knowledge comprise the greatest treasure of our social heritage, and are indispensable to a true understanding of the modern world. Is it possible then, for the curriculum to be organized on present-day, childish experiences? Common sense and sound judgment would dictate that the

child cannot be expected to learn through his own limited endeavors all that previous generations have discovered.

A Logical Solution

As for the curriculum organized on the basis of traditional subject-matter groupings — such an organization around a body of fundamental knowledges and skills moderately integrated or correlated in some systematic, logical manner in no sense implies a compartmentalized curriculum which fails to take into account the necessary relationships between learning materials and the needs, interests, and capacities of the child. On the contrary, an organized, graded, and directed curriculum of this kind is more considerate of child nature than is the child-centered curriculum. In the latter, the learner finds himself in a chaotic world of experience and activities which he must, though his own immaturity may make it well-nigh impossible, unify in order to profit therefrom, whereas in the former, he is guided toward a gradual adjustment to an integrated heritage of knowledge so that he may realize himself therein, and develop his own powers and capacities.

Fitzgerald indicates the nature and worth-whileness of curriculum integration in the following paragraph:

An integration of curriculum means that the child will come to know how to use each of the subjects and skills which are taught in the elementary school. Integration develops in the individual an understanding of causes and results, and insights into values. Integration connotes the uselessness of purely memory methods and sharply defined "subjects;" it suggests in effect, that since the child will not use his arithmetic at 10 o'clock every morning, his reading at 11 o'clock, and so on, that he must come to understand the value and place of all this drill and subject matter which the old school so often blindly worshiped, and the new school so frequently rashly neglects for mere busywork or unguided activity.³⁴

Hence, the integration that is of impor-

³⁴J. A. Fitzgerald, "Integrating the Curriculum in the Elementary School," *CATHOLIC SCHOOL JOURNAL*, Vol. 42, March, 1942, p. 63.

NO EXCUSE FOR IGNORANCE

In an instruction outline in the February issue of "The Faculty Adviser," Father Lord refers to the contempt of the world for professional people who do not have the knowledge necessary to solve a professional problem.

Applying the same principle to religion, Father Lord says that Catholics profess to make "a great contribution to the happiness and safety of the world. They are professional followers of Christ. . . . The Catholic who doesn't know is the one who doesn't care to know — he is merely the lazy Catholic, the indifferent Catholic."

tance to the educator is that unity of view, that consistent outlook upon the world as a whole, which as Hutchins insists, should be the crowning feature, the supreme achievement of general education.³⁵ A truly progressive educational approach to the problem of organizing the curriculum, then, must lead toward eventuation in certain definite essentials if the student is to be rescued from miscellaneity and nebulousness of endeavor. And this desirable end can never be achieved by dismissing subject matter with contempt and frowning upon academic education.

It will not do to underestimate the basic significance of knowledge in human life. Children must in some instances be given short cuts to this social and spiritual heritage, but still, subjects and bodies of knowledge will always remain essential agencies in education. The curriculum of the school must represent an attempt to select those elements of the great traditions which are most effective in training for actual life. Let the project method, the social recitation, and so on, be utilized wherever appropriate in teaching; let the subject curriculum be modified whenever the way can clearly be seen to improve, but let it not be abandoned completely. Activities may not usurp the place of content in the curriculum.

Educators will do well to keep their feet on the ground and not be unduly intrigued by new proposals or theories. Let them keep a desirable sense of proportion and a balanced judgment on controversial issues in education. Avoidance of the extreme swings of the educational pendulum would seem then to be the very first element of wisdom as applied to the task of curriculum construction.³⁶

VII. Conclusion

The winds of educational theory blow this way and that; one theory runs counter to another and precipitates a variety of animated controversies. Educators today are not in agreement regarding aims of education; neither do they agree on the principles of curriculum construction. Each theorist has his own idea of what the curriculum should be, and how it should be constructed; scarcely any two of them agree. Bode has called attention to this disparity of opinion in the vast majority of curriculum reforms, and alleges that this underlying weakness is due to the lack of a clearly formulated philosophy of education.³⁷ Educators have not determined definitely the aims of education, and yet they do not hesitate to propose elaborate plans for conducting the process of curriculum revision. And there is no hope of reconciliation until certain fundamental differences between various philosophies of life are satisfactorily settled.

³⁵F. S. Breed, *op. cit.*, p. 161.

³⁶F. M. Underwood, "Whither Modern Curriculum Theory?" *Educational Methods*, XVIII, Feb., 1939, p. 246.

³⁷Boyd Bode, *Modern Educational Theories*, pp. 28-40.

³²W. J. McGucken, "Progressive Education or Educational Progress," *America*, July 15, 1939, p. 317.

³³National Society for the Study of Education, *The Activity Movement*, Thirty-Third Yearbook, pp. 77-78.

In curriculum making, a basic philosophy of life and education is of primordial importance. Science and its ceaseless experimentation cannot proffer the solution to the ultimate problems of human life. Even so radical an educator as G. S. Counts concurs with this truth when he distinctly declares, "The fundamental goals of education cannot be determined by scientific methods. Whatever measure of stability lies within the bounds of education will be the product of the scientific method, but the definition and formulation of human purposes upon which education is dependent will always lie somewhat beyond the reach of science."³⁸

This is a new and commendable note in modern education. Courtis reaffirms it when he comments on the Composite Statement by the Members of the Committee on

Curriculum Making, National Society for the Study of Education. Says Courtis:

I want the statement to say in unequivocal terms: The first step in curriculum making is to set up a basic philosophy. This philosophy should be derived from a study of cosmic evolution and should formulate the purpose of life, and the destiny of man, as far as these ultimate goals may be discerned. Then all selection and organization of curriculum materials should be in terms of the basic philosophy.³⁹

Apparently those educators who share this same conviction perceive clearly the absolute indispensability of establishing the principles of curriculum construction on some philosophical foundation. But it is obvious too, that they do not agree as to what this philosophical basis should be;

³⁹National Society for the Study of Education, *Foundations of Curriculum Making*, Twenty-Sixth Yearbook, Part II, p. 92.

³⁸G. S. Counts, quoted in E. A. Fitzpatrick, *Readings in the Philosophy of Education*, p. 163.

nor do they seem cognizant of the inadequacy of any monistic philosophy to solve the problems involved in the process of constructing the curriculum, or for that matter, any problem of education. Still less do they recognize or admit that in the principles of Catholic philosophy of education there is to be found the solid groundwork for the reorganization of curriculum which may be necessary to meet the exigencies of our times.

There is, in truth, no necessity for the radical reform of curriculum which Dewey and his host of followers urge as imperative. What the curriculum actually needs is "a conservative revolution, a renaissance that is to be attained only by a rebaptism in that eternal fountain of youth, the educational philosophy of the Catholic Church."⁴⁰

⁴⁰DeHovre-Jordan, *Philosophy and Education*, p. 1.

The Teaching Mission of the Catholic Press

Most Rev. John Mark Gannon, D.D.*

NEXT to the teaching Church itself, the greatest force in the apostolate of Catholic Action is Catholic literature. Like the Church, literature is universal—not confined to any one country. The soul of literature—human thought, human emotion, and human experience—thrills our hearts, enlarges our minds, and permeates our being with exalted inspiration through the medium of language.

The term, "Catholic Press," embraces all forms of sound Catholic reading. Diocesan weekly newspapers, monthly magazines, and multifarious pamphlets bulk largest in the annual output of the Catholic press.

N.C.W.C. News Service

In addition to local staffs, these newspapers are advanced by the National Catholic Welfare Conference News Service which provides a world-wide Catholic news coverage, with competent correspondents, in all the principal capitals of the world and in the chief cities of the United States. It is a great and praiseworthy national newsgathering and distributing agency, ranking in its field with the large secular services, being administered by some of the most prominent Catholic journalists in the world.

The Catholic publications circulated by this organization number 447 in 23 countries. Besides its news and feature service, the N.C.W.C. Press staff furnishes a valuable picture service, with photographs of Catholic groups in action, throughout the world, synchronized with the news of the day. The total circulation of the regular Catholic publications, including school

journals and similar bulletins, is approximately 9,000,000 in a Catholic population of more than 20,000,000.

Catholic Press Now and Always

Goodness is diffusive. But God is all good. Therefore, there is no limit to His generosity. Reading is diffusive. Are the instructors doing their utmost to have it all good? Are the pastors and principals generous in providing convent and school libraries with ideal literature?

As the present Episcopal head of the N.C.W.C. Press Service, the writer, through the invitation of THE CATHOLIC SCHOOL JOURNAL editor, is, so to say, "popularizing" these "highly polished reflectors of good," the Catholic newspaper, magazine, and pamphlet. Popularizing, in this sense—introducing them into grade and high school classrooms "for the duration" and ever after. The writer approaches this subject with all due deference to the Catholic Library Association whose services promise to be most effective.

One of the greatest educational agencies in the world is the Catholic newspaper. No other factor so adequately reflects expression or so completely molds the thoughts of youth. Do we realize what a counteract-

ing force certain sections of the secular daily paper have become? Are we tireless in our efforts of cultivating the tastes for good literature and edifying journalism that will mean mental culture, sublime thoughts, and personal holiness in our pupils?

We are blind until we see that in the human plan, Nothing is worth the making if it does not make the man.

Why build these cities glorious if man un-built goes? In vain we build the world unless the builder also grows.

Crusade for Good Reading

With a courage that never falters, with a zeal that never wanes, our vast army of educators including Priests, Brothers, Sisters have cast into the school system the rich talent of their trained minds and consecrated hearts. They, more than all others, should make this worthy enterprise, the apostolate of good reading, a mighty one, a living, abiding reality. Longfellow put it this way, quoting from "The Building of the Ship":

For his heart was in his work
And the heart giveth grace unto every art.
Ah! If our souls but poise and swing
Like the compass in its brazen ring,

Ever level and ever true
To the toil and the task we have to do . . .
Looking to teachers for inspiration and guidance, listen to the plea:

*Bishop of Erie and Episcopal head of the N.C.W.C. Press Service.

A CORRECTION

The February CATHOLIC SCHOOL JOURNAL (page 41) quoted Robert K. Doran, editor of *The Victorian*, as saying that every parish should publish its own magazine or newspaper. Mr. Doran said "every school," not every parish.

Build me straight, O worthy Master
Stanch and strong a goodly vessel,
That shall laugh at all disaster,
And with wave and whirlwind wrestle.

A little model the Master wrought,
Which should be the larger plan
What the child is to the man,
Its counterpart in miniature.

Is it not your duty, as enlistees in the army with Christ the leader, to advance the cause of the Catholic press in your classrooms, yes, each day? What a great work of constructive apostleship! For God and Country! Yes, for God and country, but with the emphasis on the value of one's own soul. Are we really benefiting the press or our own souls by good, informative, and interesting reading? Which? Stimulating and developing, and let it be repeated—stimulus and spiritual development—belong rightly to the classroom apostolate.

Reading Is Catholic Action

An effective form of Catholic Action, which has been successful in spreading Catholic truth, culture, and influence in the fields of righteousness, beauty, and progress, is here presented for your study and consideration. Try it now! This is the time to examine aims and materials, in order to do better the tasks which we have been doing all the time. Many literary selections can be pointed to develop factual truth to be carried over into daily living. We hear talk of "the mighty armies in khaki, of the navies in blue," but are also informed of "the mightiest army in the world" that is "clothed in buckram; its divisions stand row on row in your libraries; its weapons never rust; its truth goes marching on!" And who are the guardians of this truth? Is the pen mightier than the sword?

A Challenge

Three great disasters have swept across our modern world: the heresy of totalitarianism; the paganizing undertow inherent in our magazines, newspapers, and books; and the conflagration of a world war. These constitute the challenge of our day. Breathless with interest in what may happen both here and abroad, your pupils and their parents are amazingly news conscious. This emergency has brought about drastic changes in their reading interests. Lead them on!

Not the least of the values to be derived from your instruction is to know what knowledge young people should *not* gain, how they should *not* use the newspaper and magazine, and how *not* to be used by them.

To thinking folk, the newspaper is a diary of the world's progress; to some it means only scandal and crime. Each finds what he seeks. We may find all of God's sorrowing, struggling, aspiring world in a Catholic paper, and doing this, we touch that small paper, containing God's written

message, with reverent hands. It is not merely a mechanical marvel—it is both a mental and a spiritual guiding light to millions! The man of letters, the historian, the scientist, the statesman—all acknowledge its leadership. Many have come to literary eminence through the practical training and broad outlook on life afforded by the magazine or newspaper.

In the Service of Youth

John B. Opdycke, writing for teachers, in his contribution entitled, *In the Service of Youth*, says,

If it is granted that the average adult finds it necessary to read the newspaper, and if it is likewise granted that the high school is an institution which prepares for life, then, it follows that a certain amount of information about the study of the newspaper be sanctioned in the junior high school, and that

a somewhat more intensive study of both magazine and newspaper be required in the senior high school. . . . Children may very often be led into the remote, the book, from the newspaper and the magazine, the near-at-hand.

War correspondents, reporting colorfully and vividly, do their share toward the making of literature as well as of history. You may provide pamphlets for the boys in service who are clamoring for good news.

In conclusion, let us remember that Faith can be lessened or even extinguished in the hearts of youth, who drift away, tepid and indifferent. May they never meet the fate of the European youth of today. Implant in their souls that interest and enthusiasm for the Catholic Press, which is yours. It will mean "Peace on earth to men of good will" Good tidings! Good news! North-East-South-West, N.E.W.S.

The Right Kind of Discipline

A Sister of St. Benedict

Let me tell you about a successful teacher who has won the reputation of being a good disciplinarian and who is well liked by her pupils. Her method of control consists of developing in each pupil and in the class as a whole a habit of self-discipline.

This teacher's system has proved successful in the lower and in the upper grades. It has caused poor seating facilities and crowded conditions to arouse a greater responsibility in the individual pupils. The children were made to realize that good order in the classroom was their problem and not that of the already overburdened teacher.

The pupils were given a chance to discuss the advantages of working in a room where there was good order as well as the many disadvantages which disorder would bring to themselves, their classmates, and their teacher. Throughout the discussion, however, the teacher's advantages were kept in the background. The pupils realized that they and not the teacher were being educated and that a well-ordered room was their great aid in securing this education.

During a religion period, or several if necessary, at the beginning of the term, the teacher developed the truth of the indwelling of God the Holy Spirit in every baptized Christian not living in mortal sin. This leads to a realization of the responsibility of Christians individually of conducting themselves as God-bearers, and of how different should be the conduct of a group of God-bearers from that of a group of unbaptized children. The children's responsibility to themselves, their fellow students, and their teacher thus was based upon their responsibility to God in gratitude for being selected to live in such close contact with God. The fostering of this

realization of the presence of God in themselves and in others caused practically all disciplinary difficulties to cease. It required about a month, however, before this realization of the constant presence of God became a permanent aid in individual, personal self-discipline.

Perhaps you may think that this sounds good in theory but cannot be made a practical reality. But I have seen it work and have seen it carry over when several substitute teachers took over the class. The frequent need of leaving the class alone caused no change in the good behavior of the pupils. Whether the teacher was in the room or not, the pupils' own realization of God's constant presence within their own souls and with their companions caused them to do their work to the best of their ability.

The entire atmosphere of the room seemed to breathe a sense of peaceful security and happiness. Politeness to each other and to visitors was a natural outgrowth of their regular Godlike living. The pupils' conduct was not dependent on this teacher nor on any succeeding teachers. No, they were truly educated. They were trained to realize that a life lived according to right principles, in accordance with their high dignity as God-bearers, was the only life.

Since action and example speak louder than words, the teacher's attitude of reverence, respect, and politeness toward each individual pupil is a necessary aid. Her treatment of each pupil must prove that she firmly regards each one as a God-bearer, worthy of consideration, kindness, respect, and love. In many instances this may demand individual-teacher discipline before the teacher ventures to try to inculcate individual-pupil discipline.

The CATHOLIC SCHOOL JOURNAL

Edward A. Fitzpatrick, Ph.D., LL.D., Editor

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The Religion of Fighting Men No. 1: A Burial Service

There is becoming available every day the amazing stories of how near our soldiers and sailors are to God. Richer almost than any other material except the Gospels themselves, are the stories appearing almost every day. The spirit of these fighting men was indicated in that great fatherly letter which Commander Shea wrote to his son, Jackie. It is shown magnificently in the sonnet in which the American-born, 19-year-old flyer of the Canadian Air Force tells of his tumbling with his plane up there where never eagle flew, and how he put out his hand and touched the face of God. In some narratives of boys in the South Pacific, published early in January, 1943, we find how naturally they explain their deliverances "by the grace of God."

Perhaps one of the most striking and deeply moving of these narratives is the one told by Lieut. James C. Whittaker of the U. S. Army Air Force Transport Command. For ten days they had been drifting helplessly on the "empty Pacific." Sergt. Alex Kaczmarczyk, who had spent 45 days in an Hawaiian hospital with yellow jaundice, was now returning to his organization. He was in a smaller raft and then taken over, because of his condition, into the larger raft where he was held in the arms of Eddie Rickenbacker. He said he was better and wanted to go back to his own raft, the smaller one. He did. He died that night. Now listen to Whittaker's story:

When our thirteenth dawn came up, I saw Johnny Bartek had been holding his little khaki-covered Testament in his hand, though it was too dark to read. The east flamed up in spectacular red and gold and the sun seemed to leap out of the sea into the sky.

We pulled the rafts together and said the Lord's prayer. Then Lieut. De Angelis recited as much as he could remember of the moving Catholic burial service. Both he and Alex were of that faith. I remember a line here and there:

"O God, great and omnipotent judge of the living and the dead, before whom we are all to appear after this short life, let our hearts be moved at this sight of death and while we consign the body to the sea, let us be mindful of our own frailty and mortality. . . . Eternal rest grant to him, O Lord, and may eternal light shine upon him."

Johnny Bartek fastened the zippers of Alex's flying suit. We all said the Lord's prayer again and put him into the water. I could see him for a long time.

These men who had come face to face with death prayed again and were quiet for a long time. They knew Alex was a good boy, and, they who had done all they could, regretted they could not do more for him.

Here religion is not a thing of classroom, nor even of catechisms. It is the reality of man's life. It is of its essence. Religion must be translated into life. Its test is not an examination, not glibness, not facility of language, not memory. Its test is the test of all education: How to live! and How to die!

Danger of Federal Aid

In expressing its disapproval of the Senate bill (No. 1313) appropriating \$300,000,000 annually for the purpose of assisting states and territories in meeting financial emergencies in education and in reducing inequalities of educational opportunity, the advisory committee on education of the N.C.W.C. says:

"The danger that any program for general federal aid to education might eventually lead to federal control must be recognized."

In these days of the great centralizing tendencies of government and the concentration of authority and control in a remote capital, the warning is all the more pertinent. The emergency conditions of war will tend to create a habit of central direction and control that is justified when a nation is struggling for its very existence. The precedents now developed on the basis of emergency need must not become the precedents for postwar adjustments. Proposal and programs might be passed now that in more normal conditions would not be even considered. The warning is, therefore, the more pertinent at this time.

The fear of federal control as it affects the public institutions that are not tax supported is confirmed in part by the provision denying "any aid to those parents who are sending their children to nonpublic schools." — E. A. F.

With full right the Church promotes letters, science, art in so far as necessary or helpful to Christian education, in addition to her work for the salvation of souls; founding and maintaining schools and institutions adapted to every branch of learning and degree of culture. Nor may even physical culture, as it is called, be considered outside the range of her maternal supervision for the reason that it also is a means which may help or harm Christian education. — *Pope Pius XI.*

Practical Aids for the Teacher

Planning by the Month and the Year

The second semester has embarked on its journey. What is its destination? That is a logical question concerning the aims of each teacher and pupils in each particular subject and concerning the general aims of the school. Will the close of this school year find you nearer to your destination—will your pupils be farther on their way to becoming true and perfect Christians?

In this column in January, we mentioned the organization of a Victory Corps in your high school. Some schools may not have initiated all of the activities they have planned for their students. If you do not have a copy of the "High School Victory Corps" booklet issued by the U. S. Office of Education, write to the Superintendent of Documents, Government Printing Office, Washington, D. C., for a copy. You will find on a previous page of this issue of your Journal a good article on "The Catholic High School in War-time" and you will find other articles on this subject in future issues.

Special Days in March

- 7. St. Thomas Aquinas
- 10. Ash Wednesday
- 12. St. Gregory the Great
- 17. St. Patrick
- 19. St. Joseph
- 21. St. Benedict
- 24. St. Gabriel, Archangel
- 25. The Annunciation
- 2. Birthday of Pope Leo XIII
- 12. Coronation of Pope Pius XII
- 21. Vernal Equinox

MARCH ACTIVITIES

March 7 is the Feast of St. Thomas Aquinas, the patron of all schools. Our friend, Sister M. Charitas, has in this issue of your Journal an article on St. Thomas, written in good modern journalistic style. Choose a good reader among your pupils and have him read this article aloud in class, home room, or assembly.

March 10, Ash Wednesday, should be a day of special significance in view of the sad state of the world this year. Surely today the most careless among us can understand that invaluable good will result from this awful carnage if, through it, many begin to love God with their whole heart and their whole soul and their whole mind and their neighbor as themselves.

Most schools will wish to have some kind of commemoration of St. Patrick on March 17. The Yankees, Ger-

mans, Swedes, and Italians will join in gladly. They all like St. Patrick. And don't forget something very special for St. Joseph, the patron of the Universal Church. Ask him to protect our boys who are defending our country and to be on hand to see that we make a just peace.

On March 24, we commemorate St. Gabriel the Archangel, who taught us the Hail Mary, and on March 25, we shall hear Mass in honor of Mary's answer: "Behold the handmaid of the Lord; be it done unto me according to Thy will."

The courtier who sat to the king's left was trying to figure out the huge man in white who sat to the king's right. He seemed enormous though well proportioned. But his size was evidently not due to his interest in food, for the man across the table from the curious knight seemed unconscious of the fact that he sat at a royal table supplied with the choicest foods from a royal French cuisine. The white-robed monk seemed to hold his eyes, as students so frequently do in the classroom when they are building castles in Spain during a tiresome lecture. No, this interesting but most disinterested man was not concerned about the banquet to which he had been specially invited by a personal message from the king to the superior of the Dominican monastery hard by.

But he was just as evidently interested in something which he was thinking so hard that he did not realize that all the knights about the table were rising to pledge a toast with their king who had likewise risen. And just as the king was about to pronounce the toast, a very large fist came down on the table with a thump that very nearly toppled over the single standing wine glass, and a loud stage whisper floated through the room with the ring of triumph in it: "And that will settle the Manichees."

Without the faintest indication that he had noticed the interruption, the gallant king waited just a part of a second until the man to his right rose—his preoccupation over—and the toast was pledged, and then they all sat down.

This extraordinary man in white who has been described by some of his biographers as having been so large that the table at which he studied had to be sawed out to allow him to have the desk, as it were, around him, was Thomas of Aquin, or more often called Thomas Aquinas. He had come to Paris with his teacher, Albertus Magnus, from Cologne, where the Dominican Thomas had studied for

PLANNING FOR APRIL

In April we shall have Holy Week and Easter and the Feast of St. Mark.

Arbor Day is observed in many states some time in April. We plan to have an Arbor Day play in the April issue of your Journal. Arbor Day ought to be observed in every school because the conservation of our forests is a national necessity and a highly patriotic project.

Children who have been reading the works of Washington Irving and making him their model of literary style will enjoy an assembly on Friday, April 2, to commemorate his birthday, April 3. Plan a little celebration for "the first ambassador whom the new world of letters sent to the old."

Doubling His Five

Sister Mary Charitas, S.S.N.D.

some short time under the Dominican Albertus. Since there may not be another occasion in this sketch to speak of the teacher, it is well, for the comfort of teachers generally to mention the fact that, while Thomas Aquinas was canonized very shortly after his death, his great teacher was not so honored until seven hundred years later. Ordinarily, teachers who are saints and who help to make saints of their pupils do not, today, have to wait so long for recognition. Of course, as long as St. Albertus Magnus was enjoying the vision of God all that time, nothing else matters. It was the only type of recognition he sought to achieve; in heaven, the lack of any other recognition never bothers any saint.

It was during his studentship under St. Albert in Cologne that fellow students were making the same observation as the French cavalier at the banquet table. They noticed his size and his complete absorption in thought during class discussions, so much so that one of them, bolder—probably, because less cultured—than the rest said in jest to the great teacher: "Look at Aquinas. Like an ox on a rock he sits there and you do not hear a sound from him." St. Albert, with that long vision which all *saintly* teachers have, answered the quip with "Mind that ox; he will bellow so loudly some day that the world will attend to hear him."

Student Becomes Teacher

It did not take long. At the University of Paris, his professors listening to the young man as he defended a thesis, acknowledged—they must have been splendidly humble men—that his arguments were far clearer and surer than any they had taught him. He was promptly engaged as professor. He taught philosophy, and used Aristotle as reference and guide.

He had studied Aristotle under the strangest circumstances. He studied the Greek philos-

opher while he was in prison, a fact which comes to us as something of a shock in the life of a saint whom we venerate as not only extremely holy but also vastly learned and meticulously law abiding. When we find that it all happened because of a very foolish mother and his not too law-abiding brothers, we are even more amazed.

It happened this way. When trying to recount the way a thing happened, the most we can do is tell of the external circumstances which were involved. Unless we have excellent vision and very good sense—and use both—we may easily miss the dispensations of Divine Providence throughout this episode in a saint's life, just as we miss that most essential point in the lives of those who are not saints, though we ought, every one of us, to be saints. That is the one purpose of our existence. Unless you keep that truth in mind as you read this biography, or as you do anything else, anything else at all, you are wasting very valuable time.

In any case, St. Thomas was born of nobility. That is, both his father and his mother were of noble family connections, his father being a count and his mother a countess. They were very wealthy, wealthy in worldly goods and possessions, and wealthy in their many children, of whom Thomas was the fifteenth and youngest. He seems to have given evidence of his philosophizing mind even at the age of five, for he was heard going about asking those who would listen, "What is God?" He was possibly 15, surely not more than 17, when he entered the Dominican Order in A.D. 1240. That was in Naples. People raised their brows over this wealthy young man joining the Poor Friars and, of course, being neighbors like the neighbors we have in our own cities today, they talked to the boy's mother about the unwisdom of such a step, for should they not know? Such people always know everything about such things. Had Thomas instead married a very wealthy and of course very beautiful girl regardless of her personal merits, these same neighbors would have rushed over to congratulate the fond mother and never said a word about the wisdom of the boy's conduct. But there is probably nothing one can ever hope to do about such neighbors; we shall always have them with us.

His mother, Theodora, bethought herself that perhaps she ought to do something about

it, and hence she set out to visit her son. The Friars got word of it, however, God always looking out for His own, and they hurried Thomas off to Rome. Before he reached Rome, his brothers, who had been instructed by their mother, captured him. *Captured* is the word for they had actually gone after him with a small army, and they took him to a tower where he remained a prisoner for two solid years, his brothers and his mother trying in the meantime to destroy his vocation.

One of the most terrible things they did was to send in to the virtuous young man a wicked woman who was to tempt him to sin. No sooner did Thomas realize what she was about than, with his bare hands, he took from the fireplace a burning stick of wood and with it drove her out of the room. Then, he bolted the door and knelt down before his crucifix to pray for the preservation all his life of his virtue of chastity. The end of that particular incident St. Thomas did not tell to anybody until shortly before his death, when he told his director that two angels had appeared in his room after that combat and one of them held in his hands a cincture with which the two angels girded him and assured him that God was pleased to preserve him for the rest of his life from any temptation against this particular virtue. It is mainly for this reason that St. Thomas is often called the Angelic Doctor.

He Studied in Prison

It was during this imprisonment of two years that St. Thomas, instead of merely wearing himself out fretting against the unjust treatment of his relatives, induced one of his sisters to bring him books to read; and so it was that he spent much of his time studying Aristotle. Except for this enforced retirement from any other activity, St. Thomas might not have had the leisure to read Aristotle. That is what we would call capitalizing on opportunity. St. Thomas thought of it as seeing the hand of God and His will in all that happens to us. The particular fortress in which he was imprisoned was in Rocca Secca, his own native city, a section of the city of Naples.

After two years, his mother came to a better frame of mind and St. Thomas was released, much after the fashion of one of St. Paul's escapes, by being let down out of the tower in a basket "into the arms of the Dominicans,"

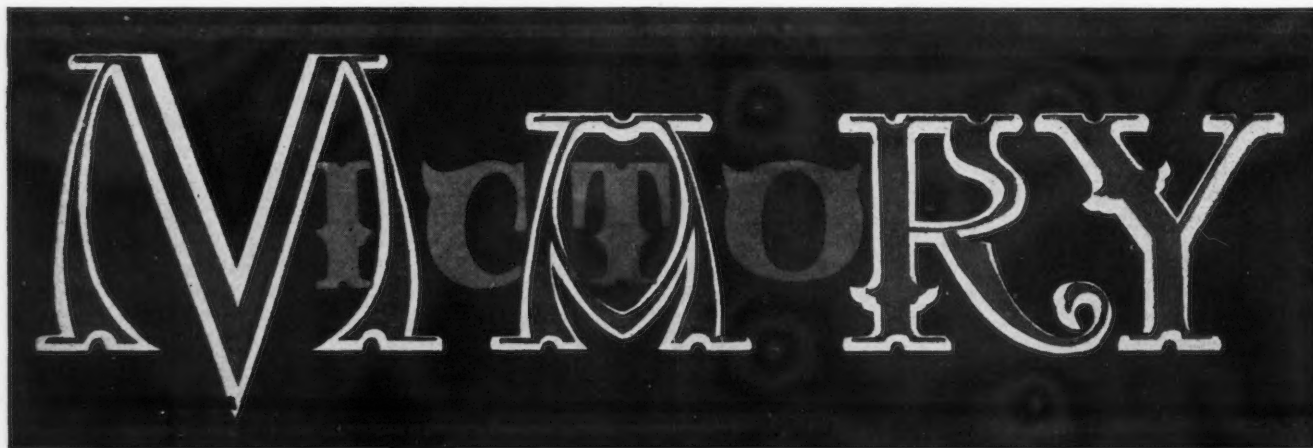
so his biographer tells. He was undoubtedly the most extraordinary armful the Dominicans ever held.

Out of his experience as student at the University of Paris, he became a professor there, and his first work was explaining the "Sentences" in the theology of Peter Lombard. Since he wrote out his work, this became the beginning and in fact the foundation of his greatest work, the *Summa*. In his 49 short years of life, he wrote in all more than sixty works, some of them as extensive as the *Summa*, some of them shorter. He had no thought of becoming famous by these writings, but rather that he could be of service to his fellow men and, besides, he was doing what he was told to do by his superiors.

He Doubled the Five

St. Thomas is a great saint. As mentioned before, he was canonized shortly after his death. It is not the fact that he was highly gifted that made him a saint, not the fact that he had very obviously been endowed with five talents; but it is what he did with the five, that he doubled them, that he is a saint. It is not the fact that he was a big man and that he was descended of an important family, that he made an impression not only upon his own age but upon every age besides his since, but because he threw every ounce of his being and every inch of his tall title into the doing of his duty as he saw it; and always he saw his duty as coming straight from God. Not many of us may be called upon to astound the world with teaching and writing theology; we are likely not called upon to astound the world at all; nor does it seem so important that the world shall be astounded. But we are called upon, every single breathing soul among us, to "know, love, and serve God, and thus to save our soul."

There are various ways of doing that serving. It stands to reason that the King of kings needs all sorts of servitors in His domain which embraces the universe. If an earthly potentate had not some servant who took care that there be no potato bugs on the potatoes, and another to peel the potatoes, he could never enjoy mashed potatoes nor potato pancakes, supposing him to like that particular kind of fare. There is a story in Old English literature of Piers, the plowman, who instructed a rather exhausted group of pilgrims



A Design by Brother Francis A. Meyer, S.M., "Win with Mary" is suggested as a Sodality and a War Slogan.

who had been rushing hither and yon after happiness, that he had found it in plowing his particular plot of ground and doing it as well as he could reasonably. It is not just chance, you know, that you were born in the country and of the particular parents and at the particular time that you were. That has all been a part of a great plan made from eternity by a Designer Infinite, as Francis Thompson calls God in one of his loveliest poems. Such truths are sometimes hard to believe, but it makes them no less truths for all that.

Should you find that you are gifted very much in the same way as St. Thomas Aquinas, and should you also find that you are placed in very much the same situations which he met in his life, you will likely be asked to bring back to God at the Judgment very much the same kind of result and achievement. The important thing is that you double however many talents you have received, and that you make as honest an effort as your capacity and your limitations permit, to find out God's will, and set to the task of accomplishing it. And the single thought which needs to concern you while you are thus working at the accomplishment of God's will as you see it, is "How does God like it? What does He think?" In one of Rudyard Kipling's poems, he has the splendid line "And only the Master shall praise us, and only the Master shall blame." That idea permeated everything St. Thomas did.

His Reward

There is an event in the life of this glorious knight of the Grail which is the key to his sanctity. He was working very busily one day at one of his learned manuscripts at a table over which hung a large crucifix. Our Lord was so good as to speak to him from the crucifix, and He said these remarkable words, "You have written very well of Me, Thomas. What would you like to have as a reward?" St. Thomas had his answer ready immediately: "Nothing, dear Lord, nothing but Yourself." It was likely that, because St. Thomas sought no other reward than the greater and more intimate love and union with our Lord, that he was writing so well what he wrote. It is so with us as well. The more we work to please God, the more we are conscious that we are working in His presence, with Him looking on interestedly every moment, the more carefully and the more nearly perfectly we do our work.

Could we realize that we are individual cells in the Mystical Body of Christ, that every littlest thing we do is affecting not only our own individual holiness, but elevating at the same time or depressing the level of holiness and nearness to God of the entire Mystical Body, we should get so much more genuine enjoyment out of life. Every breathing moment would be a fine new adventure in His service, and He would be all there is. And Christ living in us, and we living in Him would become such a real consciously experienced actuality with us that we could have no possible other purpose in our lives than to "live, now not I, but Christ lives in me."

You and I undoubtedly have greater opportunities than St. Thomas had. At least, it is easier for us to follow God's will than it was for him. Most of us do not have our relatives pursuing us with horsemen and swords to imprison us when we are in the act of doing our duty before God. It never is the situation which makes the saint or fails to do so; it is

the individual's response to the situation. You know the homely and time-worn couplet:

"Two men looked out from their prison bars;
The one saw mud; the other saw stars."

It all depends upon what you are looking for. If, like St. Thomas, you are forever seeking only God and His pleasure in all you do, that is all it takes; you will become, in fact, you are right now a saint like St. Thomas. Whether you are ever publicly canonized and statues are cast and pictures are painted of you as a

saint with your peculiar instrument of sanctity for symbol alongside of you, is not so important. Had St. Thomas ever thought for a moment that anybody should ever do things like that with his image — well, he just would not have been a saint. He was not working to become a saint; he strove only to please God, to do what he felt certain God asked of him in order that God might be pleased, and he became a saint by so doing; so will you by the same procedure.

An Adventure in Description

Sister M. Baptist, O.S.F., M.A.

As a result of experience, the writer holds that success or failure depends much, very much on the attitude of the student toward the subject, and that students are frequently discouraged by the mistaken assumption, on the part of the teacher, that they have working knowledge of something, when the fact is that their knowledge is entirely inadequate to the successful accomplishment of the task required of them. A dislike for the subject is the usual result, with consequent failure, or at least, lack of interest and pleasure in the work. This course was started on the safer assumption that the students had everything to learn about the purpose, the value, and the writing of description. The first objective was knowledge of description, the second appreciation of description, and the third ability to write description.

Classroom Procedure

The first two objectives were pursued simultaneously by study-description in its proper setting — the composition in which it is embodied, for descriptive passages rarely appear alone as complete literary productions. No textbook was used in the course. The plan of the teacher was to give each student "a task, a plan, and freedom." There was no introduction to the course, no explanation of what was to be studied or what was to be achieved.

The first class period was devoted to reading, by the teacher, of descriptive passages of prose and poetry, chosen for their interest, beauty, or novelty. The attitude of the class was attentive and appreciative. When the time for assignment came they appeared expectant, wondering no doubt, what they would be required to do. The first assignment was, "Bring to class tomorrow one descriptive paragraph, copied correctly with name of book or magazine from which it is taken and author's name. Use any book or magazine you choose." This sounded easy, and there was cheerful, willing cooperation. The attitude of interest and cooperation developed in the first lesson characterized the work in this class until the end. The second, third, and subsequent assignments did not differ materially from the first. It was quite reasonable to hope that in looking for descriptive passages the students would read something of what preceded, as well as what followed the selection chosen, and incidentally learn something of the author's purpose in writing the descriptive paragraph.

In the second class period each student read aloud the passage which he had brought, giving the name of the book and the author. Some

discussion of the passage followed immediately. Some of the paragraphs were very good, others less good, while others were not description at all. Each selection, however, served a purpose, some illustrating what description is, others showing what it is not. At first discussion was directed to securing appreciation of description by calling attention to the beauty, clearness, strangeness, terror, or whatever characterized the passage. Gradually, and, as it were, incidentally, in the discussions all the essentials of description were taught. The teacher had an objective in mind for each class and led the discussion toward its attainment. This objective was not mentioned in the assignment, nor as such, at any time since entire freedom in the selection of passages was desired for the student. Whenever a passage was read which presented a good model of diction, purpose, style, characteristic traits, interest, or force, attention was directed to it by the teacher. The passage was then re-read and discussed. Then followed reading of the other passages with attention directed toward the same objective. Passages were compared whenever possible, and by question or comment the students were constantly led to take note of whatever value or beauty the passages contained.

All the contributions of the students to the class were kept for comparison, or reference until the end of the course. In the final check-up it was seen that among the good passages, the "ten-minute-before-class type" never failed to appear. All papers were returned to the students at the end of the course.

Frequently during the entire course, short oral and written descriptions were required. These were usually descriptions of something which the students could see. Actual detail was to be included in the description. It was interesting to see how differently different eyes saw the same thing, and how much more one student could write in the given time than others of the same class. Sometimes the students sat or stood near windows and described what they could see and hear outside. The latter exercise was very much enjoyed. Occasionally books or magazines were passed to the students and they described some picture, one of their own choice, contained in them. Not more than 15 minutes were allowed for these exercises. Below are two descriptions of the same picture:

Between the mountains in a sort of valley, there could be seen long trains of covered wagons, with gunmen walking alongside guarding them. On a cliff about a hundred feet above was an Indian kneeling, and watching the parade. His skin was

almost the color of the rock upon which he knelt, rendering him almost unnoticeable. High mountains, tinted with shades of yellow, purple, and gold, could be seen in the distance.

Evening was close at hand, and the sun was casting beautiful colors of gold, purple, and blue, on a group of mountains that hemmed in a small valley. Moving through the valley was a party of immigrants with large white covered wagons. On each side of these wagons rode horsemen, well armed, and ever on the lookout for danger. Watching from a high ledge that looked directly over the valley, crouched an Indian. The red rock harmonized in such a way with the color of the Indian's skin that he was scarcely noticeable from the valley below.

Descriptive poetry received special attention, and many fine passages were contributed by the class. Sometimes the assignment required that passages of descriptive poetry be contributed, and some practice in writing descriptive verse was given. The works of Coleridge, Wordsworth, Scott, Tennyson, Shelley, Keats, Lowell, Longfellow, Whittier, Kipling, Burns, Masfield, Burns, Lanier, Milton, Dante, Egan, Hayne, Browning, Kilmer, Meynell, and many others were represented in the collections. The prose selections represented a wider range including writers such as Ruskin, Newman, Scott, Hawthorne, Stevenson, Irving, Ben Wallace, Cooper, Father Garesché, Mark Twain, Van Dyke, Galsworthy, Dickens, Sheehan, Curwood, Churchill, Keon, Thoreau, Father Copus, Cardinal Wiseman, Aldrich, and a host of others.

Imitation of Models

The second part of the course was devoted to writing description by imitation. Each student was supplied with a copy of the model sentence. The sentence was read, and studied. The writer's purpose, point of view, characteristic traits, diction, and any other interesting facts connected with it. In this manner all essentials of description were reviewed. The following passage from "Modern Painters" by Ruskin, was among the first imitated:

The various actions of trees rooting themselves in hospitable rocks, stooping to look into ravines, hiding from the search of glacier winds, reaching forth to the rays of rare sunshine, crowding down together to drink at sweetest streams, climbing hand in hand among the different slopes, opening in sudden dances round the mossy knolls, gathering into companies at rest among the fragrant fields, gliding in grave procession over the heavenward ridges—nothing of this can be conceived among the unexed and unvaried felicities of the lowland forest.¹

Since action is a characteristic trait of the passage, a subject was needed that could be described by action. Several were suggested, and we selected "The Course of a Stream."

The next step was building a vocabulary suited to the movements of water in a stream. The students suggested words, participated to be like the model, and the teacher wrote them on the blackboard. Something like the following list was contributed: running, falling, dropping, flowing, rushing, dripping, eddying, circling, reflecting, gathering, washing, dashing, moistening, carrying, cooling, winding, whirling. The writing of the description was the assignment for the following class period. The following is an example of the results:

¹This seems not a wise selection for "among the first imitated." — *The Editor.*

The mountain stream was beautiful running between two hospitable rocks, bubbling and dancing over the rocks, taking small stones with it in its course, meandering around the curves, churning itself into foam as it falls down on the rocks below, splashing against the walls of rock, and flowing away to a distant lake, in which the trees and other things are reflected.

The following is an imitation of the same model with "The Rising Tide" as subject:

I stood on the beach one day and watched the various actions of the tide rolling in on the bare sands, flashing into white spray against gray rocks, whirling and eddying in large pools under overhanging cliffs, retreating slowly and majestically from the shore, rushing forward again and dashing itself to pieces on the beach, glancing brightly when the sun strikes a high wave, hurling huge billows on the rocks, and breaking them into a hundred little ones which splash futilely on the boulders.

All papers, in this part of the course, were read by the teacher. The identity of the writer being unknown, the comment and criticism was not personal. Each exercise was discussed and criticized by the class. Suggestions for improvement were addressed to the class rather than to the individual. In the beginning the papers were frequently rewritten.

After some practice in imitation of the models assigned by the teacher, in order to bring about more interest and variety in the work, the students were permitted to select the passages that they liked, or thought they could imitate. More liberty was allowed them in the imitation. They were free in the choice of subject, and were encouraged to follow the model for the general situation only, using as much originality in the imitation as they wished. Reading and discussion of papers was continued as in the previous lessons. Constructive criticism was the aim, but the student's attention was directed to errors in spelling, grammar, and punctuation which he should have avoided.

Original Descriptions

The third part of the course was writing original descriptions. Freedom in choice of subject was given to the students. Frequent short descriptions, written in class under the supervision of the teacher were required. The papers were read in class, as in the preceding parts of the course. The aim was to secure constructive criticism whenever possible. The students learned to suggest something to be improved, instead of pointing out shortcomings. The good points in a composition were commented on, before suggestions for correction were in order. Usually, though not always, the teacher read the compositions. Here are a few of the results:

A glance, indeed, was sufficient to inform me that this little town consisted of one main street, known as the "Coleman Road," with a crossroad at the east end; and, along the Chicago, Burlington, and Quincy railroad track, a sort of alley, leading to the stockyards, and the Farmer's Union Oil Plant. The main street has one side to it only. The ribs of this side consist of a merchandise store; a hardware store; two garages; three oil stations; telephone office; depot; and a dozen private residences, all with large lawns. On the other side of the crossroad stands the Catholic church, the pastor's rectory, the Sisters' home, and the school.

The night was quite cold. As I looked upward I saw no moon to shed its soft, mellow radiance, but through the gently swaying branches of a

cedar, I saw a myriad of stars twinkling and sparkling against a dark blue heaven.

On a small triangular shelf in the corner by the library stood a beautiful image of our Lady. The figure was tall and graceful. Her fair hair was partly covered by a soft, cream-colored veil. Her robe of the same color was long and full, gathered at the waist by a girdle of gold. The cloak which fell over her arms was a shade darker than the dress. It was fastened at the throat with a brooch of gold. But loveliest of all was her face which was very fair. Infinite gentleness and kindness were shown by the sweet features.

It was a pretty little bit of a thing as it lightly bounced around the room—just a soft animated puff of pure white fur, with a light-blue ribbon around its neck. It had green eyes and fine long whiskers. One could see a tiny red tongue when it gave a plaintive "meow."

As our automobile pursued its way across the prairie, I took the liberty of looking about me. I looked to the left, and perceived—wheat, sky, and heat waves. I looked to the right and saw—wheat and sky, and a few trees, not more than three. I looked ahead and saw wheat and sky, and the silver ribbon of road dancing through it. I looked behind, and saw the same things. The sun glaring on the ripe wheat hurt my eyes; the sky was a steely gray, and the air so hot that it burned when it touched me. Not a living thing was in sight except the jack rabbits and prairie dogs. Even the car seemed dazed for it seemed to scarcely move across that monotonous plain. I put on a pair of dark glasses, shuddered at the thought of living in such a furnace, looked down, and fell asleep.

Reactions of Students

Since studying description this quarter, I have taken quite an interest in it. Instead of reading lightly, or more often skipping it entirely, I now read it. The method we used in studying description, was interesting and easy, yet I think I learned much. If I can think of a subject, I can generally write a description in a fairly short time—but getting a subject is quite hard for me. I appreciate this course very much, and only hope to get as much from my course in argumentation.

Since I have studied description, I read more of it when I find it in books. I find that I have more interest in descriptive passages. I am better able to tell a good description from a poor one, and I think, although I can't be sure, that I can write a better description myself. I have found out which authors use more description, and which use more narration. I also read more descriptive poems just to see how good they are. I like to compare the descriptions of different authors. I do not find the long descriptions, such as one finds in Scott, so dry now. Altogether, I think the course has done me much good.

From our course in description I have learned many things. Copying so many descriptions kept me on the lookout for other beautiful descriptions when reading any book or magazine. Then I learned to appreciate a book that has descriptions in it. My vocabulary was increased by reading and writing descriptions, because generally authors use very pretty and appropriate words and phrases in their descriptions. I also learned how to copy correctly from another's book. Now when I read a book in which there are many descriptions, I read them with more interest than I did before. I also think that this work will help me when away from home, to write interesting letters, and to describe things which are seen. It will also help me in oral English, if I should have to describe a home or place to a stranger. I could do it easier and more accurately than before taking this course.

The Man Without a Country

Sister Stella Regina, S.S.J.

Cast of Characters

DOCTOR LAWRENCE, the ship doctor.
CAPTAIN DANFORTH, captain of the ship *Levant*.
PHILIP NOLAN, the "Man Without a Country."
SAILORS on board the *Levant*.

Setting

SCENE I: The deck on the ship *Levant*.
Time: Morning of May 11, 1863.
SCENE II: The stateroom of Philip Nolan.
Time: Late morning of May 11, 1863.
SCENE III: Same as Scene II.

Scene I

[The stage is fixed to represent the deck of a ship. On the deck are a number of chairs. A railing runs across the back of the stage. As the curtains part, Doctor Lawrence, dressed in the clothing of ship doctor and carrying a black satchel, stands in the middle of the stage.]

DOCTOR [head bowed a trifle]: Poor fellow! He has suffered more in a lifetime than anyone I know. Why—

CAPTAIN [approaches from door on left side of stage and interrupts the doctor's soliloquy]: Good morning, Doctor.

DOCTOR [very surprised]: Oh, good morning, Captain.

CAPTAIN: You seem rather surprised to see me.

DOCTOR: No, Captain, it is just that I was so busily engaged talking to myself about poor Nolan that I didn't see you until you spoke to me.

CAPTAIN [concernedly]: Is he worse?

DOCTOR [shifts satchel from one hand to the other]: I am afraid so. You know, Captain, it is the first time since I was appointed doctor for this ship that Nolan has ever allowed me inside his stateroom. I think that tells a great deal.

CAPTAIN: Yes, it does, but no officer on this ship has ever been permitted to enter his room.

DOCTOR: That reminds me. I had almost forgotten. Nolan would like to see you.

CAPTAIN [perplexedly]: See me? Are you sure?

DOCTOR: Yes. He explicitly asked if Captain Danforth would be so kind as to give him just a few minutes of his precious time later in the day.

CAPTAIN [shakes his head sadly]: I would be delighted. I have often been ashamed of the way we have had to treat that poor fellow. He has more than atoned for that foolish statement of his, "Damn the United States. I wish I may never hear of the United States again!"

DOCTOR [whistles softly]: Just think! Fifty-six years of self-imposed exile. A man without a country!

CAPTAIN [warmly]: He may be called by that title but he does not deserve it. He has

proved his loyalty over and over again. Can you ever forget the story they tell of how he manned the gun on board the *Warren*?

DOCTOR: I don't believe that I have ever heard of that incident. Won't you tell me about it? [Both men sit down.]

CAPTAIN [crosses his knees]: It happened during the War of 1812. The English were firing on our ship killing many. One shot hit the officer of the gun but Nolan slipped in and took his place. They say that he fired twice as often as anyone else. When the English had been conquered, the old American commander conferred his sword on Nolan who cried like a baby. Some say that, because of this, the captain asked that he might be pardoned.

DOCTOR [admirably]: What a hero! I think our country lost a great man when Nolan uttered those damning words.

CAPTAIN [leans forward]: There is no doubt of it. He has been a true and loyal American. He has loved the United States as deeply as any child loved its mother. I shall always remember that scene on board the schooner when the Negroes who had just been freed said to Nolan who acted as interpreter, "Take us home, take us to our country." The drops stood out on Nolan's white forehead as he translated their words. Poor Nolan! He could never go home; he had no country.

DOCTOR: How he must suffer! However, I think his days for suffering are almost over.

CAPTAIN: You don't think he is going to die as soon as that?

DOCTOR: That is in the hands of God, but it does look as though his end is near.

CAPTAIN: In that event, I think that I shall visit Nolan right away. So long.

[Curtain]

Scene II

[The stage represents a stateroom on the ship *Levant*. On the left side of the back wall hangs a picture of Washington with the stars and stripes draped above and around it. To balance this a picture of a majestic eagle with lightnings blazing from his beak, and his foot claspings the whole globe, overshadowed by his wings, hangs on the right side of the back wall. On the right side are an old bookcase, and a chair. On the left side near the front is a berth in which Nolan lies. At the foot is a standard on which is drawn a map of the United States.]

CAPTAIN [knocks at door]: May I come in?

NOLAN [in a very weak voice]: Yes, Captain. Please do.

CAPTAIN [stands by edge of berth]: How are you feeling this morning?

NOLAN [with a feeble smile]: I think the ship is almost ready to dock. [His voice breaks to a whisper.] After 56 years!

CAPTAIN [with an attempt at lightness]: Not yet! Not yet!

NOLAN [pointing to the foot of his bed]: Captain, see my country.

CAPTAIN [looking down sees a large map of United States]: You are quite an artist,

Mr. Nolan. That is an excellent map.

NOLAN [pleadingly]: Captain, I know I am dying. I cannot get home. Surely you will tell me something now?

CAPTAIN: But—

NOLAN: Stop! Stop! Do not speak till I say what I am sure you know, that there is not in this ship, that there is not in America—God bless her!—a more loyal man than I. There cannot be a man who loves the old flag as I do, or prays for it as I do, or hopes for it as I do.

CAPTAIN [attempts to say something]: Indeed I—

NOLAN [excitedly interrupting]: There are 34 stars in it now. I thank God for that, though I do not know what their names are. There has never been one taken away; I thank God for that. I know by that there has never been any successful Burr.

CAPTAIN: You are loyal, Mr. Nolan, a loyal son of the good old United States.

NOLAN: Oh, Danforth, I have tried to be loyal and I have succeeded. Such a life as I have lived—[he shudders] it is full of horror. It is like a bad night's dream.

CAPTAIN: Be calm. All that is over now.—

NOLAN [again interrupting]: Tell me—tell me something, tell me everything before I die!

CAPTAIN [turning away his head to hide the tears in his eyes]: Mr. Nolan, I will tell you everything you ask about. Only, where shall I begin?

NOLAN [placing an arm on Danforth's sleeve]: Bring over that chair and sit beside me and then I shall ask you all the questions I want to know.

CAPTAIN [goes over for chair. Silence prevails. As he brings back the chair, Nolan calls across to him.]

NOLAN: Tell me their names. [He points to the stars on the flag.] The last I know is Ohio. But I have guessed Kentucky (my father lived there when he was a boy), Michigan, Indiana, and Mississippi.

CAPTAIN: Mississippi is—

NOLAN [interrupting]: Fort Adams is there—in a whisper full of tragedy the place where I uttered those words, "Damn the United States." [He cries.]

CAPTAIN: And then there are now [he points to each state on the map as he mentions it] Wisconsin, Minnesota, Alabama, Florida, Louisiana, and [he frowns].

NOLAN: California?

CAPTAIN: Yes, California and Oregon.

NOLAN [smilingly]: I suspected those two because I was never allowed to land there although our ships docked there so much. What about Texas?

CAPTAIN: Texas was admitted. The Texans begged to be admitted to the Union. The Mexicans were opposed to this, of course. The annexation of Texas was one of the causes of the War with Mexico.

NOLAN [pointing to the map]: Do you see the gold cross on that map, Captain? I marked that place as the spot where my cousin is buried. He died in that war.

CAPTAIN [whistles softly]: What a guess! You certainly made it in about the right place, don't you think?

NOLAN [excitedly]: What about the Chesapeake?

CAPTAIN [excitedly also]: That was some

battle! The British frigate, *Shannon*, captured the *Chesapeake* just outside Boston Harbor. Those words of Captain Lawrence will be immortalized, I believe. As he was dying, he cried, "Don't give up the ship; blow her up."

NOLAN [*shaking his head*]: How different! His words will live for one reason; mine for another. [*He sobs.*]

CAPTAIN [*passionately*]: No, Mr. Nolan, men will know you as a man who loved his country.

[*There is silence for a minute.*]

NOLAN [*clenching his teeth*]: Was — was Burr ever tried again? May God forgive me, for I am sure I forgive him.

CAPTAIN [*pacing back and forth across the stage*]: And now we have a Civil War! The North against the South — brother against brother.

NOLAN [*rising from his pillow*]: And who is in charge of the "Legion of the West"?

CAPTAIN [*stops and looks at Nolan*]: Grant, one of the greatest men in the United States Army. He's a credit to our nation.

NOLAN [*in a faint voice*]: Who is our president now?

CAPTAIN [*proudly*]: Abraham Lincoln, the friend of all. By the way, he's a native of Kentucky like yourself.

NOLAN: Is he another one who is a member of "first families"?

CAPTAIN [*laughs heartily*]: No, he worked his way to the top. He's a great president, Mr. Nolan.

NOLAN: I wish I knew him. [*He sighs.*]

CAPTAIN [*looking intently at Nolan*]: Wouldn't you like a glass of water?

NOLAN [*faintly*]: Yes, please.

CAPTAIN [*gives him glass*]: Well, I believe that I have tired you long enough.

NOLAN [*beseechingly*]: Don't go yet, Captain. Please bring me the "Book of Public Prayer" which is in the top of the bookcase. I want you to read for me.

CAPTAIN [*kneels beside Nolan's berth*].

NOLAN [*smilingly*]: It will open to the right spot, Captain.

CAPTAIN [*reads from prayer book*]: "For ourselves and our country, O gracious God, we thank Thee, that notwithstanding our manifold transgressions of Thy holy laws, Thou hast continued to us Thy marvelous kindness."

[*Nolan listens attentively to every word. His hands are clasped together on the coverlet in an attitude of prayer.*]

NOLAN: Please turn now to the end of the book. [*Captain thumbs pages.*]

CAPTAIN [*reads*]: "Most heartily we beseech Thee with Thy favor to behold and bless Thy servant, the President of the United States and all others in authority."

NOLAN [*brokenly*]: Captain, I have repeated those prayers night and morning for the past 56 years.

[*Captain gets up abruptly.*]

NOLAN: I think I'll go to sleep now, Captain. I feel tired.

[*Captain walks over to the berth and shakes Nolan's hand.*]

CAPTAIN: Good-by, Mr. Nolan.

[*As he starts out the door, Nolan calls.*]

NOLAN: Captain, when my ship is safely home, look in my Bible.

CAPTAIN: I will. God bless you!

[*As he leaves, the stage lights become dim.*]



The Four Freedoms

NOLAN [*prays*]: Dear God, forgive me — my trespasses — as I — forgive those — who trespass against me.

[*Curtain*]

Scene III

[*The stage setting is the same as for Scene II. Nolan is lying in his berth. One hand is holding a badge which he has pressed close to his lips.*]

DOCTOR [*raps on door*]: May I come in, Mr. Nolan? [*He raps again. Then he opens the door.*]

DOCTOR: Mr. Nolan! Mr. Nolan! [*excitedly.*]
[*He rushes over to the berth and feels his pulse.*]

DOCTOR [*in a low voice*]: He's gone. His ship has docked at last.

[*Captain knocks lightly at the door.*]

CAPTAIN: May I come in?

DOCTOR: Yes.

CAPTAIN: What's the matter, Doctor? He hasn't — ?

DOCTOR: Yes, Captain, the "Man Without a Country" has gone to his true country.

[*Captain approaches the berth where Nolan lies.*]

CAPTAIN: Look at the smile on his face.

[*Captain stands at salute.*]

CAPTAIN [*emotionally*]: A great man!

DOCTOR: A loyal son of our great United States.

[*Captain kneels by Nolan's berth.*]

CAPTAIN: Doctor, let us pray for his soul.

DOCTOR: That he may find peace in Him who is the Giver of peace.

[*Doctor kneels down and both spend some time in silent prayer.*]

CAPTAIN [*rising*]: What has he pressed to his lips?

DOCTOR: A badge!

CAPTAIN [*examines the badge*]: It is his father's badge of the Order of the Cincinnati.

DOCTOR: What organization is that?

CAPTAIN: An organization established by the officers of the Revolutionary War.

[*Captain moves over to the bookcase and picks up Nolan's Bible.*]

CAPTAIN: Doctor, here is a bookmark. [*The bookmark falls to floor.*] Let me read what it says. "They desire a country, even a heavenly; wherefore God is not ashamed to be called their God: for He hath prepared for them a city."

DOCTOR: Poor Nolan! How he must have suffered! I don't think that anyone could ever realize the agony he has undergone.

CAPTAIN: Can you imagine spending 56 years on the water never touching land?

DOCTOR [*moves over closer to Nolan*]: But, Captain, he never saw his family after he damned the United States. [*He shakes his head.*] To live in a place all his life —

CAPTAIN [*interrupting*]: But, Doctor, he did have a family, a home.

DOCTOR [*turning around and staring at him*]: What do you mean?

CAPTAIN [*softly*]: The United States of America was his family, his home, his all. He loved his native land intensely. Even soldiers and patriots could not love her more. He dedicated every moment of his life to her. His living death he offered in atonement for his crime.

DOCTOR [*crossing over to Captain*]: You are right. We are paying tribute to a great and honorable citizen. [*Then he turns once more and looks at Nolan.*] Shall I cover his face, Captain?

CAPTAIN: Not right away. Let's call the other boys so they can honor his memory. We at least owe him that.

[*Doctor moves toward door.*]

DOCTOR: Shall I tell everyone to come?

CAPTAIN: Tell everyone who possibly can to come and see Mr. Nolan. I want them to see him with that smile that shows he is now the "Man with a Country."

[*The Doctor leaves the room quickly. Danforth falls on his knees beside Nolan and great sobbing is heard. Presently sounds are heard outside the door. Captain rises as the sailors enter.*]

CAPTAIN [*in a trembling voice*]: Boys, I had you brought here so that you might look upon the face of one of the greatest Americans who has ever lived.

[*One of the sailors advances and hands Danforth a slip of paper.*]

SAILOR: I found this on the floor, Sir, as I came in.

CAPTAIN: Oh, it's Nolan's bookmark. [*He takes it, glances at it, then reads intently.*]

CAPTAIN [*in broken voice*]: Read this, Doctor, I — can't.

[*A pause ensues while Doctor Lawrence reads the slip aloud.*]

DOCTOR: "Bury me in the sea; it has been my home, and I love it. But will not someone set up a stone for my memory at Fort Adams or at Orleans, that my disgrace may not be more than I ought to bear? Say on it:

"In Memory of #

PHILIP NOLAN

Lieutenant in the Army of the United States
He loved his country as no other man
has loved her; but no man deserved less
at her hands."

CAPTAIN: Boys, let's salute Philip Nolan. [*The sailors stand in two straight lines and render their salute.*]

[*Curtain*]

[*As the curtain falls, all on the stage sing softly "The Star-Spangled Banner."*]

Sugar in Science and History

A Unit in Chemistry

Sister M. Hope, C.D.P.

General Purpose

To develop a spirit of national patriotism in cooperation with the attempt of our government to win the war.

To realize more fully that sacrifice is asked of every man, woman, and child in this present crisis.

To comprehend more thoroughly the saying: "In union there is strength."

To develop a sympathetic attitude toward the rest of mankind regardless of race or nationality.

Methods

Present facts and statistics showing the wonderful resources of America, especially those of the United States.

Encourage the students to cultivate the habit of conserving and not wasting all these blessings, but using them wisely.

Cultivate in students the appreciation of and gratitude to God, who so generously bestowed them on us through no merit on our part.

Make them see the obligation of sharing these gifts with our neighbors who are less fortunate than we.

Specific Purposes

To study America in its relation to Europe thereby strengthening brotherly relations and counteracting hatred.

To realize more fully the obligation of the love of God and love of neighbor.

To appreciate more the value of our four freedoms for which we are fighting.

To develop a determination of doing all in our power to help our government as loyal and patriotic citizens.

Useful Materials

Encyclopedias:

Americana, Vol. 25, 1938.
Encyclopedia Britannica, 14th ed., Vol. 21, 1929.
Compton's Pictorial Encyclopedia, Vol. 13, 1935.
Home and School Reference Work, Vol. VI, 1924.

Encyclopedia of Horticulture, Norman Taylor, 1938.

International Encyclopedia, 2nd ed., Vol. XXI, 1920.

World Book Encyclopedia, Volumes 3 and 15, 1936.

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Beauchamp, Wilbur L., Mayfield, John C., and West, Joe Y., *Science Problems*, Book 3 (Dallas: Scott Foresman & Co., 1939).

Black, Newton H., and Conant, James B., *Practical Chemistry*, The Macmillan Co., 1929.

Bush, George L., Ptacek, Theodore W., Kovats, John, *Senior Science*, American Book Co., 1937.

Crisey, Forrest, *The Story of Foods* (Chicago, Ill.: Rand McNally Co.).

Dale, Jane, *Sugar Sweetening Foods from Many Plants* (Poughkeepsie, N. Y.: Artists & Writers Guild, 1940).

Dickey, Ellen R., *Economy in the Kitchen* (New York: Edward Clode, Inc., 1928).

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Motivation

In this twentieth century we take sugar for granted as one of our staple foods — or we do so until a national emergency necessitates the rationing of it.

America consumes more sugar per person than do peoples of any other country. And though they may not like to do without their usual sugar allowance, if doing so it will help win this global war, Americans will cheerfully set about using less. Moreover they will make it their business to discover and use sugar substitutes.

Short daily oral reports on events of World War II aroused patriotic feeling to find out how children could help in winning the war.

Interest aroused by sugar rationing increased the desire to learn more about the different sources of sugar and sugar substitutes.

Introduction

Distribution took place of reference books, papers, magazines, and bulletins containing information on sugar and sugar substitutes. As a guide, sets of questions were also distributed.

Some members of the class were asked to visit grocery stores to obtain information regarding the prices of the different kinds of sugar as well as the substitutes on the market.

Another group secured information from the local board regarding the method of sugar rationing for the duration.

A third group studied the three main sources of sugar: maple trees, beets, and sugar cane; where and under what climatic conditions the plants thrive best; the percentage of sugar content of each; the expense connected in the cultivation of each.

The Questions

I. The history of sugar and the kinds of sugar

1. In what country was sugar first introduced? 2. Who brought the sugar-cane plant to Europe? 3. In what centuries did sugar become generally known in Europe? 4. What country used sugar as medicine in the fourteenth century? 5. How did sugar help in the discovery of America? 6. What was one reason why Spain, France, England, and other European nations reached out for tropical and subtropical colonies? 7. When was sugar first grown in the North American colonies? 8. To what countries did Napoleon make grants of money and land for the establishment of factories to encourage sugar industries?

1. Of what elements is sugar composed? 2. Why is a sugar solution a nonelectrolyte? 3. What is the difference between white and brown sugar? 4. What takes place when milk sours? 5. What is meant by alcoholic fermentation? 6. Where is the kind of sugar called maltose found? 7. What kind of sugar is found in fruits? 8. What is glucose? Give its formula. 9. What are isomeric compounds? 10. Name two isomeric sugars? 11. What is dextrose and how is it prepared? 12. What is the chemical name and formula for white sugar?

II. Three main sources of sugar: sugar cane, maple tree, beets

1. What three plants can be named for the extraction of sucrose? 2. Up to Napoleon's time, from what plant did practically the whole world's supply of sugar come? 3. What climate and what kind of soil are necessary for sugar cane to thrive? 4. What is the average time required for sugar cane to reach its maturity? 5. What is considered the average production of sugar cane per acre? 6. What state in the United States produces the most sugar cane? 7. What per cent is usually given for the sucrose content of sugar cane?

1. From what country was the sugar beet introduced into America? 2. What is the average percentage of sugar content in the sugar beet? 3. How many tons of beets can an acre produce? 4. What islands are considered the world's greatest "sugar bowls" today? 5. In what kind of soil does the sugar beet thrive best? 6. Which requires more labor, the cultivation of sugar cane or the cultivation of sugar beets? 7. Why are children usually fond of sugar cane?

1. What is the chief source of maple sugar in the United States? 2. In what part of the United States is the sugar maple tree found? 3. How many pounds of sugar does the average maple tree produce? 4. When the sap of the maple tree starts flowing in spring, how long does it continue to flow? 5. There are many species of maple trees; from which species



Science Class Listening to Texas School of the Air, "Upset Cooky Jars," Our Lady of the Lake High School, San Antonio, Texas.

does maple sugar come? 6. What three states in the United States contribute about three fourths of the total United States production of maple sugar? 7. What country close to the United States produces a great deal of maple sugar?

III. Sugar extraction and refining

1. From earliest times, how was the juice extracted? 2. How is the extraction done in case of the maple sugar? 3. After extraction, why is straining necessary? 4. Of what does the modern cane mill consist? 5. What is the purpose of using knives, crushers, and shredders in the modern mill? 6. Why is boiling the juice or sap necessary? 7. What is the meaning of the expression "sugar off"? 8. What is added to the raw juice to precipitate foreign substances which might hinder the process of crystallization? 9. What kinds of pans are used to evaporate the juice? 10. How is molasses made? 11. Is or can sugar be made from molasses? 12. What commercial use is made of molasses?

1. What is done first with the sticky dark sugar? 2. Name four great sugar refineries in the United States. 3. When the dark sugar has been dissolved in water, what is the next step in the refining process? 4. In what form is the sugar after that step? 5. After dissolving the crystals in water, what is done next? 6. What form of carbon is used as a decolorizing agent? 7. What is the final step in sugar refining? 8. How is cube sugar made today? 9. Where does the brown sugar come from? 10. What are the different steps in the making of sugar from beets? 11. For what is beet molasses used? 12. What are two advantages to be derived in the cultivation of sugar beets? 13. Why is sugar almost the only food entirely digestible? 14. What does it relieve readily without injurious reaction?

IV. Sugar in cookery

1. What was an ancient satisfactory method of preserving foods? 2. What are two problems that food preservation presents? 3. What is dehydration and what is its purpose? 4. Why do we need sugar and starch to keep physically fit? 5. Why is a box of chocolate a good emergency ration? 6. In the preparation of meals, name some foods that require the use of sugar or sugar substitutes. 7. Can you name five kinds of puddings where sugar is used? 8. In the making of pies, is sugar always necessary? 9. Write a recipe for the baking of cake. 10. What kind of sugar is

most generally used in cookery? 11. What form of sugar is used for icings and whips? 12. When may brown or yellow sugar be used? 13. Why is glucose not much used in the home? 14. When cooking fruit, should sugar be added when the fruit is being cooked or after cooking is complete? 15. What should be done with all powdered sugars before using? 16. Which has a better flavor, white or brown sugar? 17. How may caramel or burnt sugar be prepared in the home? 18. What is used as coloring matter in making confectionery? 19. How much sugar are the confectioners allowed for the duration? 20. What effect does the use of too much sugar have on our teeth?

V. Sugar substitutes and sugar rationing

1. What two substitutes are frequently used for sugar? 2. What two forms of sugar found in America are used by the Japanese as sweetening materials? 3. What is saccharin? Has it food value? 4. When should it be used? 5. Why is honey a very good substitute for sugar? 6. What is the source of honey? 7. What three sugars are found in American honey as analyzed by the U. S. Department of Agriculture? 8. What two uses did the Ancients make of honey? 9. What land was called the "land flowing with milk and honey"? 10. What happened when bacteria were placed

in honey? 11. Why should honey be used as natural food in place of manufactured sweets?

1. What is the meaning of "rationing"? 2. Why does our government ration sugar, coffee, gasoline, and other things? 3. What was the annual consumption of sugar per person before the war? 4. How much is each person allowed now? 5. Do you think it would be beneficial, from a health viewpoint, to ration meat? 6. What is the difference in price per pound between white and brown sugar? 7. What is the difference in price per gallon between molasses and syrup? 8. Which is more expensive, honey or syrup? 9. How much does the government allow hotels and grocery stores for the duration? 10. In regard to the making of ice cream, what are the government's regulations?

VI. Sugar production and trade

1. Name four continents where sugar is produced. 2. What was responsible for the large increase in cane sugar? 3. About how much of the total production of sugar comes from the British Dominions? 4. What factors effect the quantity of sugar produced per acre? 5. What do some countries do to increase the sugar production? 6. Producers of sugar form "Cartels." What is a cartel? 7. What was the British Sugar Subsidy Act of 1925? 8. What is done in the United States to encourage sugar production? 9. What privilege does Cuban sugar enjoy? 10. What countries consume very large quantities of sugar? 11. Why do so many people, even children, in Australia wear false teeth? 12. What country imports a great deal of sugar? 13. Why is sugar taxed in most countries? 14. What was the Sugar Act passed during our American Revolution? 15. What was the highest price paid for sugar on May 19, 1920?

Activities

I. English

- Contests in defining scientific terms.
- Oral reports on the following topics: sugar cane cultivation in Louisiana; sugar extraction and refining; dehydration—something new that's something old; sugar rationing in your city; history of sugar; save, serve, and conserve.
- Written essays on the following topics: cultivation of the sugar beet; maple tree, a



Nieces of Uncle Sam at Work. Our Lady of the Lake High School, San Antonio, Texas.

source of sugar; use of sugar in the home; study of bees as agents in making honey; substitutes for sugar; effects of the use of sugar on health and physical fitness.

II. Experiments

1. Testing different foods for sugar.
2. Dehydration of foods and determining the percentage of water in foods.
3. Testing foods for starch.
4. Detect adulteration in different foods.
5. Action of preservatives.
6. Study of conditions favorable for growth of bacteria.
7. Alcoholic fermentation.
8. Removal of fruit stains.

III. Films and slides

Still films used

1. Carbon and Its Oxides
2. Efficient Kitchen
3. Farmer's Allies and Pests
4. Fruit Farming
5. Plant Life
6. Vegetable Growing
7. Dollars and Sense
8. Ideals of America
9. History of the American Flag
10. Chance of a Lifetime

Slides used

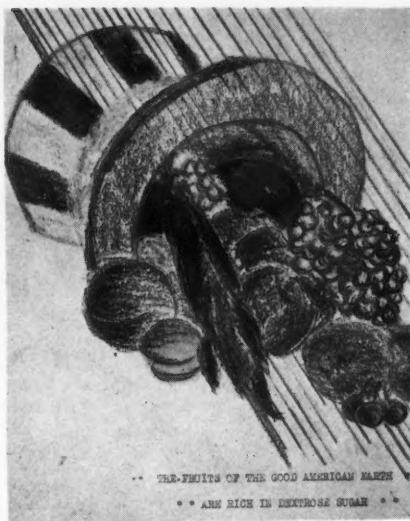
1. Maple Syrup Gathering in Vermont
2. Fruit, Grape Gathering From Vineyard
3. Fruit, Lemon Trees
4. Fruit, Orange Tree Showing Blossoms and Fruit
5. Fruit, Peaches on Tree
6. Fruit, Plum Tree Loaded With Ripe Fruit

IV. Mathematics

1. For the duration, each person is allowed one half a pound of sugar a week. How much would the bill for sugar be a year if the price of sugar is .08 a lb.? (\$2.08)
2. Formerly the annual consumption of sugar per person in the United States was about 110 lb. annually. If the cost of sugar was about .045 a lb. how much did the bill amount to? (\$4.95)
3. A gallon of maple syrup weighs about 8 lb.; if you have \$4.50 to spend for syrup how many pounds could you buy if the price is .80 a gallon? (45 lb.)
4. Fruits and vegetables contain a great deal of water. An apple before dehydration weighs 35 g.; after dehydration it weighs 5 g.; find the percentage of water present in the apple. (85.71%)
5. How much starch is required to get 50 g. of dextrose? (45 g.)
6. How many g. of sucrose are needed to get 25 g. of dextrose (45 g.)
7. Find the molecular weight and percentage composition of sucrose. (342); (C is 42.11%; H is 6.43%; O is 51.46%).

V. Radio—Texas School of the Air

1. Upset cooky jars.
2. Oh, I see. Fruits and vegetables have distinct effect on conserving vision.
3. Dehydration—Something New That's Something Old.
4. We serve our country through Junior Red Cross.
5. Fly Spy. Use of pigeons in times of war.
6. Vitamin land of Texas.



7. Let's be hoarders. Lesson of conservation of American resources.
8. Keep 'Em Frying—importance of eggs and poultry in the program for national defense.
9. Lighter than air—use of hydrogen and helium in balloons.
10. South of the border and east of New York—neighborly policy.

VI. Religion—Bible

No references are made in the Bible regarding sugar; however, several are found in regard to honey. Since this unit was also to develop obedience to all lawful authority in Church as well as in State, we include several passages showing how Christ gave an example of perfect obedience to temporal rulers.

1. Thou hast brought us indeed into a land that floweth with rivers of milk and honey, and hast given us possessions of fields and vineyards; wilt thou also pull out our eyes? We will not come.—*Fourth Book of Moses is called Numbers. Ch. 16:14.*
2. The judgments of the Lord are true, justified in themselves. More to be desired are they than gold and many precious stones; and sweeter than the honey and the honey comb.—*Ps. 8.*
3. And the same John had his garment of camel's hair, and a leathern girdle about his loins; and his meat was locusts and wild honey.—*Matt. 3:4.*
4. Behold a virgin shall conceive and bear a son, and his name shall be called Emmanuel. He shall eat butter and honey, that he may know to refuse the evil and to choose the good.—*Isa. 7:10-15.*
5. "Give to him that asketh of thee, and from him that would borrow of thee turn not away."—*Matt. 5:42.*
6. But I say to you, "Love your enemies;" do good to them that hate you: "and pray for them that persecute and calumniate you."—*Matt. 5:44.*
7. And the second is like to this: Thou shalt love thy neighbor as thyself.—*Matt. 22:39.*
8. And his parents went every year to Jerusalem, at the solemn day of the Pasch. And when he was twelve years old, they going up into Jerusalem according to the custom of the

feast, and having fulfilled the days, when they returned, the Child Jesus remained in Jerusalem; and his parents knew it not.—*Luke 2:41-44.*

9. And he went down with them, and came to Nazareth, and was subject to them.—*Luke 2:51.*

10. Then he saith to them: "Render therefore to Caesar the things that are Caesar's and to God, the things that are God's."—*Matt. 12:21.*

11. And Paul said: I knew not brethren, that he is the high priest. For it is written: Thou shalt not speak evil of the prince of thy people.—*The Acts 23:5.*

VII. Science Vocabulary

sucrose	fertilizer
molasses	alcoholic fermentation
syrup	yeast
carbohydrates	vacuum pans
organic compounds	Arabs
centrifugal	glucose
crystallization	subsidy
caramel	tariff
dextrose	crushers
isomers	sugar off
lactose	electrolytes
lactic fermentation	chocolate
dehydration	taffy
rationing	shredder
Ration K	physical fitness
lime	vitamins
filter	Fehling's solution
bone black	insulin
diabetes	dextrin
Sugar Act	adulteration
preservative	by-product
Chile saltpeter	precipitation
confectionery	decolorizing agent
saccharin	benzoate
honey	Pure Foods Act

VIII. Testing Knowledge

Fill in the missing word:

1. Foods are preserved according to their kind by 4 methods: 1. use of (*high temperatures*) followed by sealing; 2. use of (*low temperature*); 3. by the use of (*preservatives*); 4. by the removal of (*moisture*).
 5. (*Canning*) is the preserving of food in airtight containers at high temperature.
 6. United States Department of Agriculture directed the adoption of the (*one period cold pack*) as the dependable method of canning.
 7. (*Glass containers*) withstand a high degree of heat and do not corrode, hence are good for canning.
 8. (*Saltpeter*) is allowed by the "Pure Food Law" as a preservative of meat.
 9. The handling of perishable foods is facilitated by (*cold storage*).
 10. Preserves are spoiled by harmful (*bacteria*) from the outside.
- Mark "T" for true and "F" for false:
1. As the air pressure is lowered, the boiling point is also lowered. (T)
 2. The presence of an acid in the solution would decompose sucrose. (T)
 3. Sodium chloride is added to neutralize and precipitate organic acids present. (F)
 4. Molasses is used to make ginger bread. (T)
 5. Bacteria feed on dilute solutions not on concentrated ones. (T)
 6. Glucose comes from the sugar beet. (F)
 7. Hard candies are made from glucose, sucrose, and water. (T)
 8. Sugar was first used in Europe. (F)

9. The Romans used honey as a sweetening agent. (T)

10. Napoleon encouraged the sugar industries in France and Germany. (T)

Check the correct answer:

1. Jam keeps because of () dilute sugar solution; (x) sugar concentration.

2. In the sugar test we use () iodine; (x) Fehling's solution; () limewater; () BaCl_2 ; () AgNO_3 .

3. Glucose is made from () beets; (x) starch; () maple tree; () fruits.

4. A plant makes sugar in the () stem; () branches; (x) leaves; () roots.

5. Primitive people used () sugar; () saccharin; (x) honey; () glucose as sweetening agent.

6. The food easiest to digest is () meat; (x) sugar; () eggs; () bacon.

7. Sugar is () protein; () fat; () vitamin; (x) carbohydrate.

8. As a decolorizing agent we use () CO_2 ; (x) bone black; () limewater; () copper sulphate; () NaCl .

9. The greatest sweetening agent is () honey; () molasses; () syrup; (x) saccharin.

10. Sucrose is found in the (x) sugar cane; () bananas; () oranges; () meat.

Answer the questions briefly:

1. What island is called the United States outpost "Number One," producing 10 per cent of the world's market of sugar? (Cuba)

2. Why is the cost of producing sugar lower in some localities than in others? (Fertilizers are not necessary.)

3. After World War I, what was the cost of sugar per pound in some sugar-growing islands? (.25)

4. After the "boom period" what was the cost of sugar per pound? (.01)

5. What plant in Cuba is the source of all sugar? (sugar cane)

6. What is the name of the ailment or disease connected with an excess of sugar in the blood and urine? (diabetes)

7. What has been recommended for use for that ailment? (insulin)

8. What forms when milk sours? (lactic acid)

Write the correct formulas for the following words and balance the equations:

1. Sucrose ($\text{C}_{12}\text{H}_{22}\text{O}_{11}$)

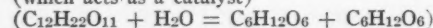
2. Dextrose ($\text{C}_6\text{H}_{12}\text{O}_6$)

3. Starch ($\text{C}_6\text{H}_{10}\text{O}_5$)

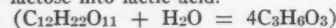
4. Levulose ($\text{C}_6\text{H}_{12}\text{O}_6$)

5. Lactic acid ($\text{C}_3\text{H}_6\text{O}_3$)

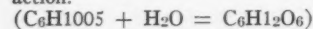
1. A solution of sucrose heated with HCl (which acts as a catalyst)



2. Show by an equation the change of lactose into lactic acid.



3. Dextrose is prepared by heating starch with water containing a small percentage of HCl , which acts as a catalyst. Write the reaction.



Evaluation

I. Abilities

Greater facility and skill in the obtaining of first-class information from proper sources.

Increased self-confidence in giving oral reports in a manner which kept up the interest of the class.

More observant in detecting sources of waste and finding things which can be of use to the government.

Greater strength of character in making sacrifice for God, for our neighbor, and for our country.

II. Appreciations

Better knowledge and appreciation of the four freedoms we are enjoying and for which we are fighting.

Realization of the serious crisis our country is passing through now.

Admiration of the heroes who have so valiantly fought and given their lives for us, and a desire to imitate their spirit of sacrifice.

Greater sympathy for the less fortunate peoples in Europe by praying for them and saving for them so as to be able to give relief.

Wholehearted appreciation of the efforts

made by our government in the attempt to win the war, and avoidance of criticism against our leaders.

III. Understandings

How great a part religion plays in our lives, by the teaching of the love of God above all things, and loving our neighbor as ourselves.

How in a democracy, the individual does not exist for the state, but the state for the welfare of the individual.

The wisdom of the framers of our constitution guaranteeing the four freedoms which insure happiness for all good citizens.

How much we owe to our government, and how we are in justice bound to pay our debt of gratitude as patriotic citizens, in peacetime and in time of war.

Why wholehearted cooperation of citizens helps the war efforts of our government, and how imprudence may help the enemy.

A Victory Movie for the Grade School

Mother Bernadette, O.S.U.

The theme of this program was developed through pictures, supplemented by speakers, readers, and singers. The movie is divided into two parts. Part one tells the story of our flag, and explains the significance of its colors and symbols. Part two deals with the United States military service working for victory.

In planning this program the children were asked to suggest and sketch ideas suitable for pictures. Later these were enlarged to uniform size, pasted together, and set up on rollers in a frame two by three feet.

A week before the program the children went around to the various classrooms to announce the date of the victory movie, and the price of admission which was a war stamp. One of the students explained the advantages of buying war stamps. The result was that every child became interested in war stamps; some bought stamps to complete books, others to start them. Before the day of the program booths were erected in the entrances to the auditorium where students sold war stamps to all attending the movie program, which was as follows:

SCENERY: Cyclorama drapes.

PROPERTIES: Tiers for glee club to stand on. Eight low stools, four of which are arranged on both sides of the movie stand.

CHARACTERS: Grade glee club; two boys to

manipulate movie; ten speakers from first to fourth grades for part one; three of these children may be dressed as a soldier, sailor, and a Red Cross nurse; ten speakers from grades five to eight and a small child dressed in white for part two.

TIME: Forty-five to sixty minutes.

Part One

The Story of Our Flag

When the curtain opens, the ten speakers from the primary grades are seated around the movie, the grade glee club is grouped behind them, and the movie reads, "The story of Our Flag."

The glee club sings "God Bless America." At the end of the song all singers march off stage. The boys manipulating the movie turn to

Picture No. 1—The Flag Made by Betsy Ross

Speaker rises and says: Long ago George Washington asked Betsy Ross to make a flag for the United States of America. She made a beautiful banner of red, white, and blue. Congress adopted the "Stars and Stripes" on June 14, 1777, as the flag of the United States.

Picture No. 2—A Little Soldier Boy Saluting the Flag

Speaker dressed as a soldier rises, extends





left hand, palm upward, toward the red in the flag and says: The red in our flag signifies bravery [lowers hand and steps forward]. I will be brave for God and for my country. Brave men are not afraid to do what is right. *Picture No. 3—A Little Sailor Boy Saluting the Flag*

Speaker stands, extends hand toward the blue in our flag and says: The blue in our flag stands for truth and loyalty [lowers hand and steps forward]. I will be truthful. I will be loyal to all those to whom loyalty is due, that is loyal to God, my home, school, and country. *Picture No. 4—The Flag in Parade*

Speaker rises and recites: The white in our flag signifies purity. Today we have 48 white stars in a field of blue.

Second Speaker: In the flag Betsy Ross made there were only 13 stars, because then there were only 13 states. Now we have 48 stars because there are 48 states. Arizona and New Mexico were the last states to be admitted to the Union. They were admitted in 1912.

Picture No. 5—The Star Spangled Banner

Speaker: During the war of 1812 Francis Scott Key was a prisoner on a British vessel at the time of the British attack upon Baltimore. He watched a great part of the night, and could see by the glare of the firing guns, that our national flag was still waving over Fort McHenry. When the firing ceased, he could see no more until the next morning. He was in an agony of suspense until the dawn's first ray of light revealed the Stars and Stripes floating triumphantly. He was so delighted that he hastily wrote "The Star-Spangled Banner" on the back of a letter.

A march is played. The glee club marches in and sings our national anthem, "The Star Spangled Banner," during which all stand. When finished, the singers file out and the boys manipulating movie turn to

Picture No. 6—At the top of the picture are two silhouettes,

one of Washington in upper right-hand corner, and one of Lincoln in the upper left-hand corner. Below are two children, one is holding a flag while the other salutes.

Four speakers rise, two go to right of stage, and two to left.

These speakers recite alternately stanzas from a poem about our flag. [We used the poem "When the Flags Are Flying" from "Cathedral Basic Readers, Book Two."]

Speaker at left turns slightly to partner and says:

There are many flags in many lands
There are flags of every hue.

Partner answers:

But there is no flag so great and grand
As our own red, white, and blue.

All children stand, place right hand over heart, and recite the following pledge:

"I pledge allegiance to the flag of the United States of America and to the Republic for which it stands, one nation indivisible, with liberty and justice for all." At the words "to the flag," the right hand is extended, palm upward, toward the flag, and this position is retained until finished. After the words "justice for all," the hand drops to side.

[Curtain]

Part Two

U. S. Military Service

When the curtain opens, the readers and speakers are grouped around the movie.

Speaker: The men in our military service protect our homes, churches, and schools in a fourfold manner; from the air, on land, at sea, and under the water. They seek to preserve for us the rights guaranteed by our constitutions, which are: freedom of religion, speech, press, and also the right to assemble peaceably, and the privileges of petition.

There are two ways of joining our United States armed forces: One is by voluntary enlistment, the other by being inducted through the Selective Service System. In either case, individuals serve their country for the duration of the war, plus six months, unless competent authority releases them sooner. All citizens entering military service must be between the ages of 18 and 45; and be at least five feet in height.

The citizens who are of age and required height must also pass a physical examination before they are eligible for service. This examination must prove them to be of sound health, and mentally and morally fit.

We will now show you the insignia of each of our armed forces, and explain their meaning by giving the origin and purpose of each branch, together with their respective requirements, kind of training, promotions available, and possible honorary awards.¹

Boys manipulating movie turn to
Picture No. 7—Insignia of U. S. Air Corps
Reader explains origin, purpose, training,

¹Abundant information may be found in "Vocational Division Bulletin No. 221 Occupational Information and Guidance Series No. 9." Purchased from Superintendent of Documents, Washington, D. C., Price, 10 cents.

and gives place of recruiting stations, etc.

Picture No. 8—Insignia of U. S. Army

Reader gives explanation.

Picture No. 9—Insignia of U. S. Navy

Reader gives explanation.

Picture No. 10—Insignia of U. S. Marine Corps

Reader gives explanation.

Picture No. 11—Insignia of U. S. Medical Corps

Speaker: The personnel of the heroic Medical Corps will go anywhere to aid the wounded, their only protection is their Red Cross. They are not permitted to carry firearms.

Second Speaker gives a short history of the Red Cross, and interesting facts about Florence Nightingale.

Third Speaker reviews the work of Clara Barton and the Red Cross in America.

Picture No. 12—The Flying Ambulance

Speaker: The United States Coast Guard originated the flying ambulance. It is now an important military item; it can accommodate twenty stretchers.

Picture No. 13—Insignia of Christian Chaplains

Speaker: We care for the spiritual as well as the temporal welfare of our brave soldiers. Our Christian chaplains are called "Sky Pilots," or "Pilots of Heaven."

Picture No. 14—The Blessed Virgin, Patroness of the U. S.

The child to the right of our Lady holds up a "V" for victory, the one to the left holds up a "P" for peace.

Speaker [small child dressed in white]: The Blessed Virgin Mary is the patroness of the United States.

Glee club singers march in, take places, and sing the following:

"Queen of Our Army"—to tune "Hail Queen of the Heavens."²

"Mary Help Our Valiant Soldiers"—to tune "Mother Dearest."²

"Christ Our King"—by Father Lord, S.J.

"My Country 'Tis of Thee."

²St. Basil's Hymnal.

STUDENTS ADOPT PROGRAM

The Catholic Collegiate Congress, held December 30 at Cincinnati, Ohio, adopted a program based on the following points:

1. Study without action is futile, but action without previous study is foolhardy. 2. The proper milieu of student activity is the campus. Accordingly, the concrete activities prompted by our studies should be concentrated on our campuses. 3. The essential postulate of all effective student action is the unqualified application of Catholic principles to our personal lives.

The delegates further resolved on the following seven steps to carry out their program:

1. To recognize our obligations to extend a welcome into our family circles of our Latin-American fellow students in this country. 2. To assist students in military prison camps. 3. To spread within the sphere of our influence the recognition and respect of every man's natural rights. 4. To study the Papal Peace Program and the application of that program as set forth by competent authorities. 5. To support wholeheartedly the war effort of our nation. 6. To propose a systematic inquiry into the student apostolate of Catholic Action. 7. To take part now and further prepare ourselves to participate fully in our own parish activities.

A Unit on Brazil

Sister M. Judith, O.S.F.

("Knowing and Understanding Latin America," Page 316 of the December, 1942, CATHOLIC SCHOOL JOURNAL was an introduction to this unit.)

Major Understanding of Brazil

Although Brazil has an area larger than that of the United States, has been endowed with varied resources, and boasts of an early settlement, it is still sparsely settled on the whole and has some unexplored and unsettled regions.

The people of Brazil in adjusting themselves to their environment have settled mainly along rivers and coastal plains where they are engaged chiefly in the kinds of work mentioned in the following paragraphs.

The Amazon region is sparsely populated chiefly by Indians who collect rubber and other forest products. The coastal region is somewhat more densely populated with a higher percentage of white people who are engaged in cacao, sugar, and cotton production. In the central coastal section, the most highly industrialized part of the country, there are coffee farms and trade centers.

Southern Brazil has a promising farm and grazing section. The interior of this section, as also the interior of most of the country, is slightly developed. Cattle grazing constitutes the main occupation of the few people there.

Few railroads, undeveloped mineral ores, and race difficulties—since the population is very mixed and the degree of illiteracy very high—have kept the country from progressing industrially. Added to these hindrances which are associated more or less with the people themselves are those which nature has left them. These include areas of high temperature and scanty rainfall in some parts of the country, and in others regions of heavy rainfall and high temperatures with their accompanying dense forests and insect difficulties. Within the past few years, however, through the efficiency of the Vargas dictatorship, the conditions in the country have changed remarkably for the better.

In short, a very accurate picture of this country is given in the following, "Brazil is a vast tropical, sparsely populated, undeveloped, Portuguese land in which commercial farming, grazing, and the collection of forest products are the outstanding kinds of work."¹

We Visit Brazil

We cruise along the coast and are told that our ship is to land at the capital of Brazil. Of course, we want to visit Rio de Janeiro, because it is the city which some people say holds the record of being world famous for its beauty.

We dock in the middle of the city by a beautiful park. No ugly dockyards greet us but instead a beautiful city built around a circling harbor. We look across the bay and there the gigantic Sugar Loaf Rock, the Brazilian's Statue of Liberty, greets us. We glance at the majestic city again and far behind it on another hill called Corcovado (the



*A Beautiful White Statue of Christ with Arms Outstretched Blessing the City of Rio de Janeiro Stands on Mt. Corcovado behind the City.**

Hunchback) we see the beautiful white statue of Christ with His arms stretched in benediction over the city. Thus, we are welcomed to the city, a blessed welcome it is. We are greeted by our guides who are sent to us by the American ambassador in this city. Before seeing any other parts of the giant country of South America we want to enjoy and study Rio; so with our guides, who speak both English and Portuguese, we construct the following plan for seeing the city and learning its history. Since our party is rather large we divide into groups. We visit the city by using our reference books and we take notes so that when we meet again we shall be able to discuss our tour intelligently.

Rio de Janeiro

Americus Vespucius discovered this beautiful city on New Year's morning 1502. When his fleet entered the beautiful harbor, the captain said, "This is the mouth of a beautiful river, and this is the first of January, so let us name it Rio de Janeiro (River of January)." There is no great river here only three lovely bays, but to this day this beautiful city built on a bay bears the erroneous title "river".

The first settlers at Rio were French Huguenots. In 1567 the Portuguese came from their capital in Bahia and drove the French out. Since this was on St. Sebastian's Day they adopted the saint as their patron renaming the town Sao Sebastian to Rio de Janeiro.

*Photographs reproduced to illustrate this Unit on Brazil were obtained through the courtesy of the Pan American Union at Washington, D. C.

In 1808, during Napoleon's time in Europe, the king of Portugal fled to Rio with his court. This city in South America was the Portuguese capital for 13 years. For sixty years it was the capital of the empire and in 1899 it became the capital of the United States of Brazil.

Rio de Janeiro is like a jewel which has been cut and polished and displayed in the most dazzling setting. Not only the water, islands, mountains, and beaches which nature has put there, but the houses and gardens built by man have helped to make Rio a fairyland. Among these scenic spots are:

The beautiful drive along the harbor which twists for 15 miles past the mountains.

The famous mosaic sidewalks which have stones fitted carefully into patterns of flowers, butterflies, waves of the sea, and Oriental rug patterns.

The beautiful parks scattered everywhere. Men sweep the grass every day with brooms made of palm leaves.

The magnificent avenue of tall royal palms which grew from the seed of one palm brought to Rio by the Portuguese emperor, Dom Joao V. The mother palm is still alive.

The illumination is a beautiful sight one sees from Sugar Loaf after taking the cable-car ride to its summit at six thirty in the evening. Here we watch Rio don her necklace. All of a sudden, district after district along the shore line is lighted, while the lights in the interior twinkle like fireflies. Last of all, at seven o'clock the Christ on Corcovado is floodlighted. At first there is nothing at all to be seen on the mountain; then, in an instant the tall statue shines white against the dark sky in quiet blessing over the city.

Corcovado, the hunchback mountain, with the statue of Christ on its summit and the cog railroad leading to it.

The Botanical Gardens which seem to have all the knowledge of a geography book concentrated in one spot.

On the outline map place a dot to show the location of Rio. After making such an interesting tour of the city, our groups meet at the hotel where we discuss our tours. Someone remarks about the cleanliness of the city. Our guide is proud to tell us that one reason why Rio is so clean is there is never any need of furnace fires because the temperature is always warm, consequently, no dirty smoke soils the red-tiled roofs of the houses and the pink and white walls.

We are fascinated with Rio's beauty but we wonder how the city provides for the upkeep of all this grandeur. How do the people of Rio make the money they need to pay for the carnivals, movies, the botanical gardens, and other places of interest? Has Rio no industrial centers which have added to its importance as a world city?

Our guide raises his eyebrows in surprise to think we are interested not only in Rio's scenic beauty but its industrial development as well. He tells us Rio does have a business section. It does have large quays, warehouses, and factories but to understand their importance we must visit the countryside, for it is the region around Rio with its valuable mines, and the cropland which provides the products for Rio's industrial district.

As we are planning our trip to the country around Rio someone in our party mentions that he once read an article in a United States

¹Barrows, Parker, Teacher's Guide, Southern Lands, p. 36.

newspaper which stated that Brazil mines black diamonds. Our guide smiles and tells us that Brazil does mine black diamonds and what is more interesting is that the biggest black diamond in the world was found quite near Rio. It was called "The Star of the South," and the third largest diamond was found just recently and was called the President Vargas diamond after the present president of Brazil. This diamond was sent to the United States where it is now being cut.

Since we are interested in diamonds, the guide suggests taking us on a trip to the mines, but he says diamonds are not the only minerals of which Brazil can boast.

We are given the following blank which we may fill in as we find information about the mining district. The reference books and wall map are our important guides as we visit this region by reading.

1. Even though Rio's harbor is the best natural harbor in South America, it did not become important until (gold) and (diamonds) were discovered near the present city. The discovery of these minerals had a great effect on the country in general.

2. In the Brazilian gold rush, agriculture suffered a set back because the (slaves) were taken from the (plantations) to work in the mines.

3. Today the gold and diamond mines are (less) valuable than they used to be because (most of these mines have been worked out); however, the people still pan gold and diamonds along the streams.

4. In fact, Brazil has (only one) important gold mine today.

5. Some black diamonds are used in manufacturing under the name (carbonadoes).

6. These are used in making parts of (radios, Diesel engines, and airplanes).

7. When the jeweler sorts the diamonds, he makes three piles; the first pile will be for (jewelry), the second (industrials), and the third (called bortz, for grinding other diamonds).

8. Another important mineral which Brazil mines is used for the hardening of steel. This one is (manganese). This is found in the old gold-mining district.

9. Brazil ranks about (third) in the production of this mineral.

10. The mineral which could bring great wealth to Brazil, but which is not mined very much is (iron).

11. The reason for this is (the chief iron and steel-making countries use minerals which they can obtain from places closer to home at less expense than they could those of Brazil.)

12. Little iron ore is mined and little iron and steel manufacturing is done because Brazil lacks good (coal) for smelting.

13. The Brazilians have very fittingly named the state in which all the ore lies Minas Geraes which means ("general mines").

Now we see reasons why Rio is no smoky city. It has no big blast furnaces. We may wonder why Brazil does not export iron ore to some country which needs it or else import coal so the iron could be smelted and manufactured at home. The reason why this isn't done is that it is cheaper to transport iron ore to coal, than to transport coal to iron ore. At present, moreover, the chief iron and steel-buying countries can buy ores from places closer to home than Brazil is to them. Distance from markets, therefore, handicaps

Brazil. However, in the future Brazil may become a great manufacturing country because its iron ore is of high grade and plentiful. Thus, we see that even though diamonds and gold are not the greatest ores Brazil has, at present they are the most developed.

On the outline map place the symbol to show the mining district.

Our guide tells us we must visit the agricultural districts to find some reasons for the wealth of Rio. We do not have to go very far for right in Minas Geraes and the other states in East Central Brazil agriculture is the chief occupation. "In fact," says he, "you are now in coffee land, although its capital is not Rio but Sao Paulo. We shall now visit this region."

For the sake of good organization we record in the blanks of the following outline the information we find about coffee land. The references will help you find information.

A Visit to Coffee Land

The surface of the land is irregular as one

would expect because "coffee land" is in the Brazilian Highlands.

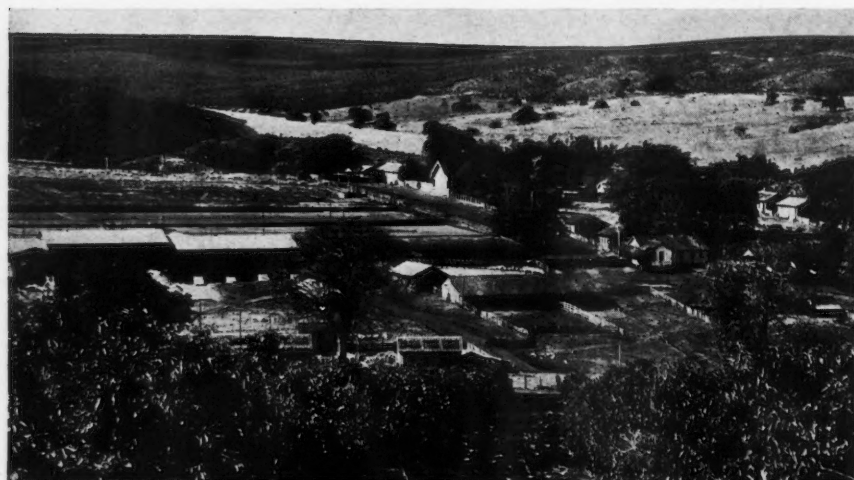
The weather is warm the year round. The growing season is hot and rainy, while the harvesting time is less rainy. This is a good coffee region because of conditions for coffee growing: well-drained frost-free lands, soils rich in iron and potash, a hot, wet growing season, and a less rainy harvesting period.

How Coffee is Raised

At the beginning of the hot, rainy season thousands of seedlings are set out in long straight rows across rolling hilltops. At the age of five years the trees begin to bear and continue to do so for about forty years. The work of weeding and keeping the soil loose requires much labor throughout the year, especially since the climate is warm and rainy.

By early "winter," May, the red cherrylike berries are ready to be picked. For about three months picking continues and mills and drying grounds are kept busy. Drying takes several weeks during which time the beans





A Coffee Estate in Brazil.

are turned very often so that all sides will be thoroughly dry. If steam driers are used the process goes faster. Next, machines remove the husks after which the beans are graded, sacked, and taken to the city for market.

A Coffee Plantation

The plantation covers thousands of acres of orange — red hilly land. On the plantation there are the planter's large, modern mansion, school, church, stores, sawmill, a large number of good cattle, a slaughter house, and even a motion-picture theater. Colinas, "colonists," usually Italians, help the planter. Some of them live in small houses on the plantation and receive free rent and wages of a few acres of crop land for their labor.

Note: The planter divides his crop land in this way: one tenth in coffee trees; one half in pasture; one fourth in woodland; and the rest in crops other than coffee.²

On your outline map place the symbol C to show the coffee region. Remember it also includes the region around Sao Paulo.

We have now visited "coffee land." We see fields and fields of coffee drying in the sun and the workers raking the beans so that seeds will dry thoroughly. In some places too the red berries are being picked and in others they are being washed. As we drive along we remark that we are surprised at the way the crop land is divided. We expected to see much more of it in coffee. In order not to forget how the fazenda looks we draw a picture of it *after rereading* the note in the outline, part IV.

Draw your picture here. Color it and caption each field.

Our guide who hears us discuss coffee production is proud to tell us coffee is not native to Brazil, but when men found the land was fit to raise coffee a blight injured many of the trees in the Far East, so, interestingly enough, while Brazil was surrendering leadership in rubber to the Far East, it was winning leadership in coffee production from the same part of the world. He hands us a paper and tells us to follow directions carefully and we shall see for ourselves how Brazil ranks today with the rest of the world in coffee production.

Color the three coffee sacks red and write *Brazil* on the line; color the other sack brown and write *Other coffee-producing countries of the world*.

Before we go to Sao Paulo, the capital of "coffee land" we will go out of our way a little for the sake of visiting two other regions which help to provide work for the people of Rio and also the other coastal cities. These regions are the Brazilian Highlands and the Great Interior. Find these two regions on the wall map or map in your text. The highlands are not hard to find because they are marked on the map. The great interior is the part of Brazil north of the tropic of Capricorn and west of the Brazilian Highlands. The name Matto Grasso will help you locate this region.

A few of our friends decide they do not care to visit these regions so they go back to a fazenda and plan to meet us later. They say they have read all about these regions and have made a list of facts about them. They give us the list and tell us to check for correctness as we visit the regions by using the map and reference books.

Here is the list. Check all the statements that are true.

- _____ 1. There are many people in these regions.
- _____ 2. Both of these regions have a rainy and dry season.
- _____ 3. Both regions have cattle raising as their chief work.
- _____ 4. The "great interior" has many mines.
- _____ 5. The climate and surface of the "great interior" are well suited to farming, yet vast stretches of the land are unused.
- _____ 6. The parts of the highlands that have the most people are the agricultural sections near the coast.
- _____ 7. Hides and skins are exported from these regions.
- _____ 8. Few people live in the "great interior" because it is harder to reach than any other part of Brazil and has only one railroad leading into it.
- _____ 9. Most of the "great interior's" business is with Sao Paulo.
- _____ 10. These regions have excellent grass-lands.

We have finished our study of these regions, but on your outline map place the symbol for cattle raising.

We leave the interior and central highlands and take the railroad to Sao Paulo. The train stops a few times at little stations where hides and skins are loaded to be taken to market. As we travel farther east we see many trees with familiar red berries. None of us asks any questions about them because we know they are coffee berries. Our guide says, "You are now in the heart of 'coffee land.' There are more than forty thousand coffee farms in this state, Sao Paulo."³

Soon our train will stop at its busy capital, the city of Sao Paulo. We pass more coffee fazendas which are lovely to look at. The bright red-orange soil makes a striking contrast to the dark green leaves of the trees. The roofs of the houses with the tiles made from the red clay of the district match the soil exactly. As we are enjoying these pretty sights together, we are told to get our belongings together for our train is about to stop at Sao Paulo's station. We see many people waiting there. We are told that is because Brazilian people are so sociable. They come in crowds of twenty to greet or say good-bye to a friend. As the train stops there is much friendly chatter. We are greeted royally and immediately plans are made for us to see the city.

³Dalglish, A., *Wings Around South America*, p. 105.



Rubber Trees Planted by the Natives of Brazil.

²Barrows, Parker, *Southern Lands*, p. 33.



Cacao Pods. Note how the pods grow out of the trunk and branches of the tree.

As we leave the station we see men unloading coffee, hides, and skins, and other products which the train picked up in the highlands and interior.

Our guides are very hospitable to us and want us to get the most we can out of our tour through their city. They tell us their city was founded by the Jesuits as a mission station in 1554 and was named in honor of St. Paul. Sao is the Portuguese for saint.

The guide hands us a paper on which are marked the places we shall visit. He tells us that on the blanks behind the names of the places we shall visit we are to write what we saw so that when we return to our own United States we can tell our friends what the city of Sao Paulo is like.

Use references after you have located Sao Paulo. Notice also where Santos is. On the outline map place dots for these two cities.

A Tour Through Sao Paulo

The avenues are very beautiful. Trees which flower in spring and fall are planted alter-

nately so that in fall every other tree is golden with acacia blossoms and in spring blue with the flowers of the jacaranda tree.

There are beautiful gardens everywhere especially in the residential district, known as the American Garden, where every street bears the name of an American republic as Mexico Street, Argentina Street, and so on.

The Ipiranga Monument and Museum mark the battlefield where Dom Pedro I, Emperor of Brazil, tore down the colors of Portugal from his hat and threw them to the ground shouting, "Independence, or death!"

Jungle Park is a little piece of the jungle

which is still preserved to show what kind of wild country Sao Paulo used to be.

Butantan Snake Farm is an institute for the production of snake serum. The snakes live in houses resembling igloos made of clay. Snakes are sent here free of charge from all parts of the country. In return for the snakes the people are given serum.

The industrial district of the city fairly hums with industry. Much of the work done here is connected with coffee marketing but cotton textile manufacturing is of special importance. There are also shoe and hat factories in the city. (To be concluded)

Christ's Passion and His Little Ones

Sister M. Marita, O.S.F.

Again and again, as the beautiful liturgy of the Church unfolds before us, we are reminded of the importance in our spiritual life of living and feeling with Christ and His Church. The holy season of Lent, especially, when lived as the Church would have us live it, in sympathy with Christ and in a true spirit of penance, is a great opportunity for spiritual expansion for all of us. As teachers, ours is the happy duty of forming Christ in the hearts of His children. We must not only grow spiritually ourselves, but ours it is to point out the way of spiritual growth to others.

In my experience as a primary teacher, I have noticed again and again that there is nothing quite as irresistible in drawing the heart of a little child to the love of Jesus as the story of, and frequent, prayerful meditations on the sufferings of our Savior. Looking forward to the approaching season of Lent, there is a certain satisfaction and joy in knowing that, as a primary teacher, one's catechetical instruction on "Why Lent" will be received with enthusiasm by the little ones, and is most certain to bear lasting fruits in the hearts of many. Their child-like sympathy for Jesus in His sufferings is touching beyond words, as the following examples will show.

During one religion period, as the story of Jesus' Passion was being related, one little girl, a serious and thoughtful child of six, began to cry. The writer, guessing the reason, did not interrupt the lesson. At the close of the story, the little one, still crying, sobbed out, "Sister, that story is so sad." Later on in the day, I noticed several little girls gathered about the large chart, which displayed the picture of the Crucifixion. Again and again they would kiss the wounds in Jesus' feet or rub their tiny hands in gentle sympathy over His thorn-crowned brow.

As Ash Wednesday drew near, the idea of, "My sins — Jesus' Pain," was impressed more deeply in their little minds. They were eager to do something hard in order to make up to Jesus. The suggestion of sacrificing about twenty minutes of their noon-hour free time so as to be able to make the Way of the Cross daily during Lent, was laid before them. They were told that they were free to choose to do so, or not. Not one of the 27 thought that it was asking too much.

Day after day the little ones gathered in

the school chapel to pray the stations, the prayers being led each day by a different pupil of the second or third grade. It was evident that at times it was difficult for some, especially the boys, who had a splendid little ball team of their own, to make the sacrifice, but they came without any force or urging. However, on one particularly bright, sunny day, two of the third-grade boys were missing. Since praying the stations was a matter of choice, nothing was said to them. In the afternoon, just before dismissal, they came to me and said, "Sister, we wanted to play instead of praying the stations today, but we didn't have much fun." On another day, a little seven-year-old remarked, "Sister, I didn't feel like saying the stations today, but I said to myself, 'I'm not going to make the Sacred Heart of Jesus sad on account of me,' so I went in." With the exception of the two boys, who didn't have "much fun" when they stayed away, not one of the 27 little ones missed a single day.

Examples of such childlike love for Jesus have occurred in each of my several years of primary teaching. I recall, especially, one tiny little mite, scarcely six, who, hearing the story of Christ's Passion, turned very pale, and in a few moments broke out in loud sobs. The writer, thinking the child might be ill, interrupted the class, to ask the reason for this sudden outburst of crying. The little one replied, "Sister, I feel so sorry for Jesus." The next day the lesson of the previous day was reviewed. The child, not wishing to be noticed, put her head down on her lap beneath her desk, and sobbed as if her heart would break.

These examples, I hope, will serve as an illustration to those whose happy duty it is to lead God's little ones to a knowledge and love of Him, of how impressionable are those baby hearts, and what a glorious task is ours. When little children are taught early the meaning of Lent and the purpose of bringing little sacrifices as a way "of making up to Jesus," and when that idea of, "Jesus suffered for the wrong I do," is impressed more deeply on the child's mind through frequent little meditations, it seems hard to believe that these same children, in after years, when invited and urged to spend Lent in sympathy with Christ by doing penance, will find Lent "too hard."

Phonics in an Interesting Way

Sister Adelaide, O.P.

To teach young children to attack, sound, and pronounce or spell unfamiliar words is considered quite an accomplishment. Your success will depend upon your ability to arouse and retain the interest of the pupils in a subject which, to them, is more or less abstract. The following method has produced excellent results.

First-Grade Work

Taking for granted that each child in the class knows the names of all the letters, the children are ready for the following work:

The vowels a, e, i, o, u, are called fairies and say their own name (long sounds). Some drill will be needed, so the children know perfectly each of these letters.

The sound of each letter in the alphabet is learned, first in print, then in writing. Don't forget the capital letters. For drill work, I use my letter flash cards. Also for drill, I give the name of the letter and the children give the sound and vice versa. Sometimes I give either the letter or the sound and have the children write the letter on the blackboard.

Be careful that the children give the sounds correctly. As I teach each new sound, I tell the children in what part of the mouth the sound is made, where to put their tongue and how to use their teeth. The following is the list of sounds that are taught in the first year. The few words after each sound help the child to remember the sound. A great deal of drill is needed.

b—the baby talking; *c*—small fish bone; *d*—dove singing; *f*—an angry cat; *g*—the water gurgling; *h*—the tired letter; *j*—the jumping jack; *k*—the big fish bone; *l*—the broken bell; *m*—the cow; *n*—the machine; *p*—the train; *r*—the cross dog; *s*—the snake; *t*—the clock; *v*—the streetcar; *w*—the wind; *y*—the mouse; *z*—the bee. When these sounds and rules are mastered satisfactorily, the children are ready to work with words.

The following rules are applied to one syllable words:

Find the family of the word. Do this by covering all the letters in front of the first fairy. Every family begins with a fairy.

When there are two fairies in a word, the first fairy says its name; the second one keeps quiet. (Use only words with long sounds.)

When the same sound occurs twice and together, sound it once.

Let us take a word as an example and apply the rules. Take the word *robe*. Write or print it on the board. Cover the "r" with an eraser. Then ask, "How many fairies do you see?" "Please point to them." "What does the first fairy say?" "What does the second fairy do?" "Now watch my pointer." I draw the pointer under the family "obe." (Do this several times.) "I am going to tell you the family of this word. Listen carefully to see if I say what the pointer points to." Then I say "obe" several times as I point to it. The class also says it as I point to the family.

"Let us see what is the whole word." Uncover the "r." "What is this sound?" The class gives the sound.

"All right now, listen to the way I say this word." I say the "r" quickly and slide into the family "obe." This must be done a number of times to get the children to do it correctly. Care must be taken that the children do not stop after the first sound. If they do, the word is lost. Since this is the most difficult part, I spent many lesson periods with this work. When the children are able to sound the word quickly and correctly, I sometimes let them spell the simpler words that they have sounded.

a	e	i	o	u
care	here	fine	note	cute
fate	weed	life	wore	tune
male	meal	mine	rose	mule
safe	beat	wire	pole	pure
make	seem	dime	woke	use
cane	deep	fire	tore	June
late	deer	kite	hope	cube
cake	leap	five	wove	tube
came	heap	wife	cone	
wake	need	tire	rope	
game	heat	mine	tone	
cave	neat	life	rove	
lake	feed	bite	more	
gave	read	pine	coat	
ate	mete	tie	foam	
fare	mean	pie	roar	
rain		mile	roam	
laid		hide	goat	
pain		lie	coal	
paid		side	boat	
		ride	load	
		dime	toad	
			road	

Second Grade

After a thorough review of the first-grade work, I teach the following set of rules:

"Y" at the end of a word says "i" or "e." It says "i" when there is only one sound before the "y" as in "my" or "by." When there is more than one sound before the "y," it says "e" as in "baby."

When "g" comes before any letter except the fairies it sounds like "j" as in "gypsy."

The next step is to learn the sounds of the blends. I consider a blend as two letters making one sound. I tell the class that the blend makes just one sound. The following is a list of the blends taught:

br—bright girl; *cr*—cross baby; *dr*—drying clothes; *fr*—frying eggs; *gr*—grinding nuts; *pr*—praying to God; *tr*—trying to walk; *wr*—wringing the belle's dress; *bl*—blowing bubbles; *cl*—clapping hands; *fl*—flying away; *gl*—glad to play; *pl*—playing house; *sl*—sliding down hill; *sh*—sh—sh—baby asleep; *ch*—choo-choo train; *wh*—when do we play; *th*—there is my ball; *sk*—skating boy; *sm*—smile for me; *sn*—snap snap; *sp*—speak a piece; *st*—sticky hands; *sw*—swing high.

Some words I use for drill in blends are:

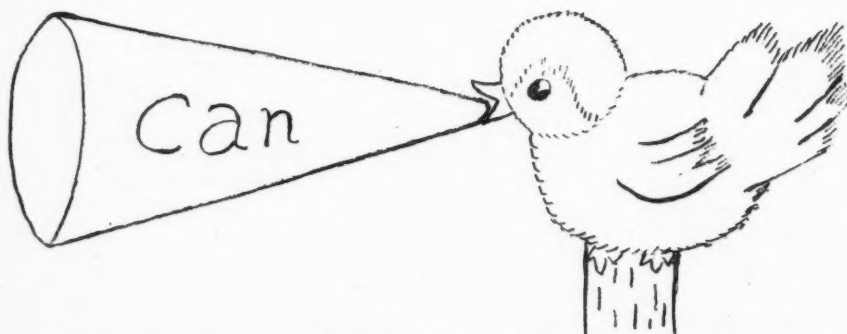
brake	prime	glide	whine	spare
broke	trite	glade	while	store
crete	treat	gleam	wheel	steam
crane	write	pleat	thine	swipe
creek	blame	slide	skate	sweet
drove	bleak	slate	sky	sweep
drive	clime	slope	smile	swept
freak	claim	shade	smoke	
great	float	shine	snipe	
grape	flame	shape	snare	
greet	flite	choke	spite	
grime	flute	chime	spade	

The last step is learning the short sounds of the fairies. The formation of the lips and the placement of the tongue are very important in making the short sounds correctly.

If there is only one fairy in a word, that fairy does not say its name, but makes a sound.

a—as in arm	i—as in ink
e—as in egg	o—as in knot
u—as in us	

I drill on these sounds just as I did on the preceding work. After the sounds are learned, work with words may begin. When I start work with words, using the short sounds, I sound the word first giving special notice to the short sound. Then I ask the class "What fairy do you hear?" "How many fairies are in this word?" Toward the end of the year I mix up the words that have the long and short sounds.



A Megaphone Drill Device Designed by Sisters of St. Joseph at Mobile, Alabama. This pattern will make an attractive decoration for your blackboard. Color the bird yellow, the megaphone orange, and the stump brown. You can place on the megaphone words, arithmetical combinations, or any other material for drill.

Mental Prayer in the Religion Class

Sister M. Martina, R.S.M.

In planning the work of the religion class for the year every teacher, whether in the primary grades or in the college, should include in the general outline the practice of mental prayer in conjunction with every unit of work taught. Some teachers may think this project an impossibility, judging from the difficulty which they experience in their own meditation; but a fair trial according to the procedure to be suggested will, I think, have a very favorable reaction and very profitable results. It is necessary, however, to remember that in order to convince someone else a person must first convince himself. Therefore, a teacher must convince herself first and then her students that mental prayer is simple and natural. In the primary grades it will be carried on without any mention of the expression mental prayer. With older students it is different; they should be familiarized with the term mental prayer. They should, however, be impressed with the fact that it is something they need not be afraid of. Some of them may possibly think that it is only for priests and religious, therefore an impossibility for them. I once heard of a girl who shuddered when mental prayer was first spoken of. When questioned she said, "All I can think of is a nun in a gloomy convent chapel bowed in deep prayer, and I should hate that." She probably thought that mental prayer was the first step which would eventually end in the "awful" picture she shuddered at. But later she was quite surprised when she discovered that mental prayer is not for religious only, and that it is, after all, a very delightful method of prayer.

Religion for Practical Life

Ours is a thoughtful religion and mental prayer is taking the time to face spiritual realities. It is letting the imagination have its spiritual fling. Give students examples of how men have put aside a noisy, active world to think of better things. Take, for example, Rome during the first ages of Christianity: consider its activities, its confusion, its modernity. At that time a certain group of men left Rome and went to Egypt just to ponder, to reflect, to think. They rethought the life of Christ and eventually founded monasticism. Emphasize the fact that there never was a saint who didn't think as he prayed. Impress students with the motivation that mental prayer concerns themselves and that they are going to study religion as something to be done, not merely something to be memorized or listened to. Some students look upon the study of religion as a fixed, staid subject, a set of doctrines, or a series of Bible or Church history accounts that must be "gone through" in the Catholic school. Some people, unfortunately, think that Catholic education is secular education plus a course in religion. Not so. There is a course in religion, it is true, a set of doctrines, a body of truth, but it is far more than a collection of facts.

Not Saying or Knowing, But Doing

Religion cannot be shelved when the semester hours are completed, because a Catholic

must daily live his religion. I mean that right thinking, truthful speaking, and Catholic acting which religion teaches. I also mean that religious equipment which will make our students "self-starters" in the practice of their religion, the whole of which is contained in the two great Commandments of the love of God and of our neighbor. If teachers give pupils only the minimum in religion, they are not training them to their fullest capacity.

We Need Active Catholics

The world needs leaders today who are not merely good Catholics but exceptional Catholics, Catholics who will face realities and endeavor to remedy existing social, political, and economic ills according to the God-idea of things—the recognition of Him as the Creator of the universe, and of man whose final end is God, everything in this world enabling him to reach that end. There is a question in the small Catechism which cannot be made too emphatic: Why did God make you? To know, love, and serve Him in this world and to be happy with Him hereafter. We spend much time, practically all the time, teaching students about God, proving His existence, dwelling on the mysteries of our Faith, explaining the Commandments, the Sacraments, etc. This is all very well, but more is required. Students must be taught to love and serve God, and this love and service must also reach out to all mankind for "Whatever you do to these, you do also to Me." We must teach our students to know, love, and live their religion daily. Mental prayer can be used very effectively to accomplish this end.

A Spiritual Growing Up

In introducing mental prayer, make students realize that serious thought is most necessary today. Take the example of cramming for examinations. The bad results seen on test papers prove that very little thought was given to the lessons. The student's preparation was shot through the memory, but was gone in a few days because there was no serious thought. Introduce mental prayer as adult Catholicity. First, a child is taught mechanical prayer. Later on he begins to think about it and this is when he may be termed a spiritual adult. An appeal is always made on the idea of "growing up." By thought only is reason moved to action. Here is where students can be shown the intellectual side of religion. Before the religion class period is over let the group stop and think about what has been explained, for mental prayer should be the flowering out of thought. Just as the young man or woman who may have in mind the religious or the married state will begin to plan a future, eventually he or she must speak of his plans, his thoughts on the subject at hand. So students should be taught to deal with God. Mental prayer is the cure for today's thoughtlessness and is one of the sure correctives for our modern chaotic atmosphere. At first, mental prayer should be group prayer. Don't expect the group to do it by themselves. Make it with them.

General Procedure for Mental Prayer

There are some general rules for the carrying on of mental prayer which have been found very helpful. They are by no means arbitrary ones as teachers may devise their own.

1. Have the group make the Sign of the Cross.
2. Have students place themselves in the presence of God by a little prayer said by the teacher.
3. Sketch briefly a scene from our Lord's life or show the class a picture.
4. Take a word, a phrase, a sentence; comment briefly on it, and then pause.
5. Continue the preceding, taking striking words, phrases, or sentences, commenting briefly and then pausing for reflection.
6. The time of mental prayer for beginners should be two and one half to five minutes.
7. Point out to students that mental prayer may be made going to and from school, at Mass, during a visit to church, etc.

Sometimes take mental prayer before class instead of the routine, customary prayers. Make it the offering of the class to God of that day's work, as follows:

The subject of the mental prayer is announced by the teacher—*The Offering of the Day's Work to God by the Class*.

Consider:

- a) The importance of the class—they are the members of Christ's Mystical Body.
- b) The work of the class—Catholic education—the love of Christ driving them on.
- c) Make an offering of the class to God. Then the teacher may show the class a picture of the Christ-Child with our Blessed Mother, or she may give a verbal description of this picture. This was the very first Christian classroom. Use the following or similar words:

Look at the Boy Christ kneeling beside our Blessed Mother. See how earnestly and lovingly He looks up into His mother's eyes. Notice how attentive He is to His mother who is also His teacher. If He does this what should I do? Then pause for a few minutes' reflection. The teacher may continue:

I, too, shall try to the best of my ability today to be docile, to be earnest, to be obedient to my teacher. I, too, want to please Your mother. Blessed Christ-Child, help me. This is the offering of the students.

The teacher makes her offering somewhat after the following manner:

Omnipotent God, give me (the Catholic teacher) the grace of Mary; for these, Your children, depend on me. Guide me in all that I teach them. Help them to understand what I endeavor to impart. Give them the grace to follow my teaching, my example, as did the Christ-Child in relation to His mother and teacher, Mary.

This mental prayer on the offering of both students and teacher to God can be simplified or elaborated to suit the grade. Try it.

If possible, take mental prayer in Church or Chapel.

It may be carried on somewhat as follows:

Who is in the tabernacle? Pause.

Why is He there? Pause.

How long does He stay? Pause.

Do I ever visit Him? Pause.

Why does He long to have me come to Him? Pause.

What can I give Him? Pause.

Do I need anything from Him? Pause.

Do I make any return for all He has given me and done for me? Pause.

How can I show that I do love Him and am grateful to Him? Pause.

Let the students kneel or even sit before the Blessed Sacrament and think silently. Tell them they will receive silent answers to their questions.

After Holy Communion

Mental prayer could be very profitably used after Holy Communion. Teach students how to make it then. Follow a procedure similar to the one just given asking a thought-producing, pertinent question and then let the group think for a few seconds on it. Don't ever make mental prayer too long. It is said that not many have the power to concentrate for more than five minutes. Teachers realize this only too well when they set themselves down to deep thinking. For a few minutes all goes well but it isn't long before many and varied interests seem to battle for first consideration, and one has to banish them quickly and return to the topic at hand. If pupils make similar complaints, don't let them get discouraged with mental prayer.

Gratitude for Numerous Gifts

Every religion lesson can be adapted in part to mental prayer. There will always be something that can be made tangible for the student. Start with a simple truth, for example, the ingratitude of the sinner. I am the sinner. Students resent ingratitude. But what of my ingratitude to God. Let the student consider his ingratitude to God or make an act of petition followed by an act of thanksgiving. We are inclined to petition God rather than to thank Him. Get students into the habit of thanking God—for His mercy to them; His constant care of them; our priceless heritage, the Faith, His gift of good parents, good health, and multiple other things too numerous to mention.

Children Like Pictures

In the elementary grades the use of religious pictures is very effective. Take, for example, one of the Boy Christ in the carpenter shop in Nazareth. St. Joseph is working at his bench, our Blessed Mother is there too. The Christ-Child is eager to help His parents. While the children watch the picture the teacher could tell the story, as it were:

See our Lord as a Boy. He is in Grade Two or in any other grade in school. He has just returned. He goes right to the shop to see if St. Joseph or our Blessed Mother wants some errands done. He does them. When He returns, He sees a pile of shavings on the floor. He knows that St. Joseph or probably our Blessed Mother will sweep them up and then put the tools away in their right places, so He does it Himself, for them.

Then the teacher could ask some pertinent questions very slowly and thoughtfully:

Do I go right home from school each day? Pause.

Do I go to the store for my mother? Pause.

Do I try to help mother and dad at home as much as I can? Pause.

When they pause have them tell the Christ-Child the answer. Then give them a few seconds to tell the Christ-Child they are going

to try to be kinder and more obedient to their parents and that on the following day they are going to tell Him how obedient they were at home after their talk with Him. This picture could be used for a week or more. The teacher could vary the questions and work on some definite little failings which she perceives in the classroom, or knows of in the home. In this way the Christ-Child could be made to enter into their little lives. He is their model. They must measure their actions by His. Take for topics Christ in Church (the Temple), Christ in school, Christ at home, Christ with His playmates. In this way, mental prayer can be made the means of getting children really to live their religion. This is teaching religion as something to be done. The type matter for mental prayer will vary with the grade. But there is plenty of material in each grade—the Sacraments, the Commandments, prayer, popular devotions they already know, religious practices, etc.

Talking With God

For older students mental prayer on the Blessed Sacrament and the indwelling of the Holy Ghost in the soul could be made very effective. Actual scenes from the life of Christ could be taken. Illustrative pictures could be used. Have the group look at them while you talk about them. This starting with a picture or scene from our Lord's life, carrying them through scenes and surroundings, introducing them to persons should be followed by their personal talk with Christ. Take St. Bonaventure, for instance, in his mental prayer. He is considering making mental prayer on Bethlehem. He starts on a journey, sees the star, follows it, reaches the stable, goes in and adores the Christ-Child. Could not our students be taught to do the same? Take the Hidden Life—visit Mary and Jesus at Nazareth. Have them compare their luxury with the poverty of Nazareth. Take the Stations of the Cross. Teach the students to look intently at the pictures and let Christ describe the scenes to them.

Mary As Our Model

Wide use could be made of our Blessed Mother as motivation. She is the prime motivation for purity, for correct social life; she can be used for the inspiration of a beautiful home life; as a powerful motive for vocation, for Catholic Action. There is a whole study of Mary in her application to modern life—Mary, the mother, the virgin, the social worker, the housekeeper, the woman of society, the teacher. Have students make applications but always with the inevitable—*what would Mary do now?* Then that is what I am going to do. Mary is a beautiful subject for mental prayer. Take Mary as she figures in the mysteries of our religion—Bethlehem, Nazareth, Calvary, Easter, Pentecost. Stress her relationship to her Son—her attention, love, loyalty, care of the home, etc. Make emphatic the relationship of her virtues to the students' own lives. Father Le Buffe's *Let Us Pray* series will be very helpful to teachers in this work of teaching students to make mental prayer.

Knowledge Carried Into Action

Teachers of religion have worked very hard impressing students with the proofs of religion. But the first thing that convinces is

the living example of another human being. Teach religion through the life of Christ, His blessed Mother, and the saints. We all want religion to be something very real, something very vital in the lives of our students. A very effective way of attaining this end is to make mental prayer a part of every religion class. Then will the factual information obtained in the religion class be put into action. Then will our students begin to live their religion. Then will they learn to check all their thoughts, words, and actions by these two questions: How would Christ have acted in this situation? What would Mary have done? The inculcation of the habit of mental prayer in the lives of our students will result in a deepened spirituality which is in reality a close personal knowledge and imitation of Jesus Christ.

Tie up all religion teaching, then, with Christ and our Blessed Mother, and bring it right into the lives of our students. They in turn will contact others and in this way will help greatly in bringing Christ back into a disordered, disorganized, chaotic world.

How to Study Latin America

Six suggestions for creating interest in our school children regarding neighboring republics were submitted by Mrs. Dora G. Erickson, chairman of the Inter-American Committee at the San Francisco Archdiocesan Council quarterly meeting held recently in San Mateo.

1. Encourage the reading of good books with a Latin-American background.

2. Hold classroom programs such as:

a) Celebration of Pan-American Day, April 14.

b) Dramatizations of important historical events of the Latin-American republics and their national heroes.

c) "The Christ of the Andes" (children's play obtained through the courtesy of Pan-American Union, Division of Intellectual Cooperation).

d) "Our Lady of Guadalupe" (dramatization of the apparitions at Tepeyas).

e) "Padre Pro" (short play based on the life and martyrdom of the Mexican Jesuit).

f) "The Posadas" and "Piñatas" (nativity play and festival in Mexico).

3. Study of the South American republics:

a) Geography

b) History

c) Coats-of-arms and flags

d) Native customs

e) Religious festivals

4. Classroom projects:

a) Making scrapbooks.

b) Exhibits of native peasant art.

c) Dressing dolls in native costumes.

5. Latin-American music:

a) Records of the different national anthems.

b) Well-known national songs and dances.

6. Other aids and materials:

a) Native and well-informed speakers.

b) Museum exhibits.

c) Motion-picture travelogues.

d) Lantern slides.

e) Use of the free service of the Pan-American Union, Division of Cultural Relations.

f) The splendid illustrated articles of the *National Geographic*.

New Books of Value to Teachers

The Rose Unpetaled

By Blanche Morteveille and translated by Mother Paula, O.S.B. Cloth, 260 pp. \$2.75. The Bruce Publishing Co., Milwaukee, Wis.

This is a new and authentic Life of St. Thérèse of the Child Jesus, written originally in French and crowned by the French Academy shortly before the outbreak of the present world war. The translator, a Benedictine nun of St. Cecilia's Abbey, Ryde, Isle of Wight, England, was chosen through the advice that the author received from Thérèse's own Carmel of Lisieux, where three of the Saint's own sisters were then still living. Thérèse had been most intimately associated with the Benedictines during her schoolgirl days, and now in this book, they have been specially blessed in making a translation in the spirit of the original, the spirit of St. Thérèse.

The book is composed of the Saint's own writings and notes and reminiscences derived from those who were closest to her. The book is meant for every one—lay and Religious, old and young, parents and children, the wealthy and poor. Its rich contents manifest her Way of Spiritual Childhood in gentle whispers, which can be accepted as graces from God to guide us in living the "little way."

An epilogue of blessings St. Thérèse has sent from heaven, an appendix, and memorable data conclude the book. The Saint's original poem, *La Rose Effeuilée*, is printed in French and in English. The translation of the title of this poem is the title of the book.—H. M. G.

The Song of Tekakwitha

By Robert E. Holland, S.J. Cloth, 174 pp., illustrated. \$2.50. Fordham University Press, New York, N. Y.

This is a remarkable book, narrating the life of the Venerable Kateri Tekakwitha, the Lily of the Mohawks. The story, in fine imitation of Longfellow's *Hiawatha*, the legendary Iroquois hero, tells the marvelous true story of a heroine who, if and when she is canonized, will be the first American-born saint. It is a rare book for young and old who are interested in history, literature, and religion.

The Origin and Growth of Our Republic

By Sister M. Celeste. Cloth, 1024 pp., illustrated. \$2.60. The Macmillan Co., New York, N. Y.

A new American history for Catholic high schools, arranged in six large units or 26 chapters. The first unit presents a brief survey of the ancient and medieval history that led to the discovery of America and early colonization of the New World. About 50 per cent of the book deals with our history since 1865; 244 pages concern events since 1900; and 112 pages discuss events since 1929.

Each chapter begins with an outline of events, and each unit has its brief preview. There are many study helps entitled "checks for mastery" and more than 30 pages of references or suggestions for further reading.

Catholic events receive special attention. Democracy, education, literature, arts, industry, and all features of social history are well represented together with our political and military history. World War I receives full treatment and World War II is reviewed to almost the end of the year 1942.

These Are Our People

By Sister M. Thomas Aquinas, O.P., and Mary Synon. Cloth, illustrated, 416 pp. \$1.28. Ginn & Co., Boston, Mass.

This is the fifth reader of the new *Faith and Freedom* series, prepared under the supervision of Msgr. George Johnson of the department of education of the Catholic University of America. It gives a picture of our nation at work, at school, and at prayer.

There are stories of Portuguese fishermen, the

Creoles, the Spanish Americans of New Mexico, the Mexicans of Los Angeles, the Italians of Chicago, etc. The book fulfills the purpose of its makers; namely, to create a social attitude of Christian justice. The stories teach the blessings of democracy, racial and religious tolerance, good citizenship, loyalty, bravery, generosity, and sacrifice.

Questions and exercises add to the teaching and learning value of the reader. The many illustrations, some in color, will be very attractive to the children and will help them to catch the spirit of faith and freedom.

What Democracy Means in the Elementary School

Education and National Defense Series, Pamphlet No. 6. 15 cents. Order from Superintendent of Documents, Government Printing Office, Washington, D. C.

This is one of some 20 pamphlets in a new series published by the U. S. Office of Education. Other titles are: *Our Country's Call to Service*, *What the Schools Can Do*, *Home Nursing Courses in High Schools*, *Hemisphere Solidarity*, *How Libraries May Serve*, *Sources of Information on National Defense*, etc.

Timeless Topix

Catholic "comics" published monthly by The Catechetical Guild, 128 E. Tenth St., St. Paul, Minn.

A successful effort to supply wholesome, educational, and absorbingly interesting material for children who have been addicted to comic magazines.

Workbook in a Catholic Philosophy of Education

By John D. Redden & Francis A. Ryan. Paper, 198 pp. \$1.90. The Bruce Publishing Co., Milwaukee, Wis.

To accompany the authors' textbook. Contains outlines and assignments, tests on each chapter, explains difficulties, shows achievement of the student. Each chapter consists of assignment, test exercises, and research problems.

The Use of Test Results in Diagnosis and Instruction in the Tool Subjects

By Arthur E. Traxler. Paper, 88 pp. Educational Records Bureau, 437 W. 59 St., New York, N. Y.

A 1942 revision. Part one discusses principles and methods; part two gives suggestions for diagnosis and remedial teaching in reading, arithmetic, language, spelling, and hand-writing; and part three is an extended bibliography on testing in general and on tests in specific subjects.

The Use of Tests and Rating Devices in the Appraisal of Personality

By Arthur E. Traxler. Paper, 84 pp. Educational Records Bureau, 437 W. 59 St., New York, N. Y.

A 1942 revision of a bulletin issued in 1938, presenting a nontechnical discussion of personality tests with current bibliography of the subject.

Proceedings of 4th Annual Educational Conference of the Brothers of the Christian Schools
Paper, 52 pp. Published at St. Michael's College, Santa Fe, N. Mex. Brother Benildus, F.S.C., at this address is Secretary General of the Conference.

The papers and discussions of the meeting were concerned with education as a Christian social activity.

Fire-Prevention Education

By New York University & Committee for Fire-Prevention Education. Cloth, 380 pp. The National Board of Fire Underwriters, 85 John St., New York, N. Y.

An outline and manual giving instructional material and methods of administering programs for fire prevention in grade and high schools and communities. Certainly every school will want a copy of this book.

How to Grow Food for Your Family

By Samuel R. Ogden. Cloth, 140 pp. \$2. With drawings. A. S. Barnes and Company, New York, N. Y.

This is not a textbook in agriculture or gardening, but a practical book for all who have some soil at their disposal to raise vegetables and other food for home consumption. It ought to be of interest to garden owners, rural schools, and religious communities living in the country. As a consequence of the all-out war, there may be no scarcity in food in general, but the prices will certainly rise uncomfortably. The book is written in popular style, is easily understood, and its end sheets present a plan of an ideal garden.—K. J. H.

New Town in Texas

By Siddle Joe Johnson. Cloth, 301 pp. \$2. Longmans, Green and Co., New York, N. Y.

A streak of sunshine gleams throughout this book in the person of little Abby Thompson of the long braids. True, Abby was unhappy because she was born too late to make the kind of history she read and heard about—the days of Indian wars, the great cattle drives and border fights, the Alamo, and even the Civil War. But plenty happened to her and to the rest of the Thompson ménage after they arrived from the north in the Red River valley of Texas. All 4-7 graders should read the book for the sheer joy of reacting to Abby's "spinnings." It is easy to read—large, clear print, intriguing illustrations, and encouraging length.—S. M. S.

The National Catholic Almanac

Compiled by Franciscan Clerics. 80 pp. Cloth, \$1.50; paper, \$1, plus postage. St. Anthony Guild Press, Paterson, N. J.

A handy book of reference and general information with particular attention to Catholic life and the representation of Catholics in secular life. It contains such items as a dictionary of terms which have a specialized meaning or special significance to Catholics, an explanation of the Mass, descriptions of various devotions and Catholic organizations, lists of colleges and seminaries, literary personalities and lists of books, science, sports, and a chronology of events of Catholic interest in 1942.

Catholic teachers, writers, and adult readers in general need this annual. Because of some of the subjects treated, it seems to the reviewer imprudent to recommend the book for general use in a school library.

Textbook in War Mathematics

A statewide conference on adapting mathematics to the war emergency was held in Florida, May 7-9, 1942. As a result the department of education of the state of Florida has issued a textbook entitled *Mathematics Essentials for the War Effort* (395 pp., paper bound, 75 cents). For teachers there is a second pamphlet entitled *Professional Background Materials for War Mathematics* (paper, 80 pp., 50 cents).

The textbook is intended primarily for seniors in high school who have not majored in mathematics. About 35 per cent is arithmetic, 25 per cent algebra, 20 per cent plane geometry, and 20 per cent trigonometry.

Both these books may be obtained by sending the price (not in stamps) to Ted Calhoun, Department of Education, State of Florida, Tallahassee, Fla.

Government Bulletins

The following pamphlets of the U. S. Office of Education may be obtained for 15 cents each from the Superintendent of Documents, Government Printing Office, Washington, D. C.:

High School Victory Corps Manual.

Education and National Defense. This is a general title for about 24 pamphlets (15 cents each) on such subjects as *Guidance in Wartime*, *Nutrition Education*, *Home Nursing Courses*, *Libraries*, and *Rehabilitation*.

(Concluded on page 16A)

The Fabric of the School

Oil Heat in Schools

The rationing of oil in many sections of the country suggests the great importance of using all oil supplies with the greatest possible economy. The following suggestions for handling burner installations and for improving the results of oil heating are taken with permission from the *Sinclair Firebox*, published by the Sinclair Refining Company, of Chicago, Ill.

"Fuel oil, like any other fuel, burns only after it is transformed into a gas or a fine mist and thoroughly mixed with the proper proportion of air. It is therefore necessary to see to it that the vaporization or atomization of the oil is properly accomplished and that the air adjustment is correct.

"Likewise it is important that the firebox in which combustion takes place is of the correct shape and size and in good physical condition.

"To insure efficient heat absorption by the air, water, vapor, or steam in the furnace or boiler it is essential that the size of flame (hourly capacity) be correct: too large a flame causes too much heat loss through the chimney, while too small a flame is responsible for unduly long periods of burner operation without satisfactory results in the house.

"It is likewise essential that the heating surfaces be clean, inside and outside, for soot and scale are good 'heat insulation'; the hot gases must also travel at the correct speed, and without becoming diluted by air leaking into the furnace or boiler.

"It must therefore be recommended to the fuel oil consumer that he ask a competent serviceman to check the following points":

1. Is the oil burner clean, particularly the strainer, the nozzle tip, the air inlet, the wheel of the fan and all air passages? It is recommended to have an *oil filter* installed in the fuel oil line, for complete protection of the oil burner.

2. In a pressure type burner (gun burner) is the nozzle tip of the right size, or has it become enlarged through years of wear?

3. In a rotary cup type burner, is the cup clean, its edges undamaged, and does it "turn true"?

4. In a vaporizing burner, is the pot in good condition and clean?

5. Is the ignition system in perfect shape, the ignition points unbroken, clean and in their correct relative position?

6. Is the combustion chamber, or the hearth in a rotary burner, satisfactory, without leaks, and of the shape and size deemed best by modern practice? If not it should be repaired and, if necessary, completely rebuilt.

7. Will a combustion baffle, above the combustion chamber or some baffling throughout the gas passages, reduce the losses by directing the flow of gas more rationally?

8. Are the gas passages clean of soot? Removal of all soot with a steel brush and a vacuum cleaner is a very essential step toward better fuel economy.

9. Likewise is there any considerable scale inside of the boiler? If so it should be removed and the water treated chemically to avoid further scale formation.

10. Are there any air leaks, around doors (firing doors, cleanout doors, inspection doors) through holes (due to broken bolts, handles,

hinges) or between boiler or furnace elements? These should be detected by means of a candle flame, and tightly patched.

11. Is the draft of the chimney correct and uniform? Is the chimney clean and in good physical condition? Is there an "Automatic Draft Control" on the installation?

12. Does the sequence of operations as provided by the electric safety controls actually take place as intended, when the burner starts, stops, or in case of any failure?

13. Is the fuel oil of good quality, clean, and uniform? Are there any oil leaks between the storage tank and the burner? Is the tank ordinarily kept filled to avoid, as much as possible, condensation of moisture in the air?

14. Is there an ample supply of fresh air reaching the oil burner for proper combustion?

Upon the start of all heating seasons it is recommended that a combustion efficiency test of oil-burning installations be made, to make sure that all combustion losses have been reduced to a minimum.

These tests consist in making an analysis of the gases of combustion, as they leave the furnace or the boiler, a very similar analysis in fact to the "metabolism" test that enables physicians to diagnose certain ailments in their patients. The temperature of these gases is measured to determine what percentage of the heat is lost through the chimney. The draft is checked.

Then, recommendations can be made, including one or several of the 14 points mentioned above. Remarkable savings in fuel oil can ordinarily be accomplished by even a small increase in combustion efficiency.

A. Warm Air Installation

1. Is the air properly distributed throughout the building, or do the dampers, in each warm air duct, need some resetting to better "balance" the system?

2. Will a forced-air fan improve the circulation and the even distribution of the air? In that case the ducts and radiator grills should be measured and their sizes checked by a competent warm-air engineer to avoid disappointments. Also air filters should by all means be provided, to protect the cleanliness of the home.

3. Are the air filters clean? If clogged with dust and dirt they are a definite source of waste, and should be either cleaned or replaced with new ones.

4. Are all the spaces around the air ducts, where they pass through floors or walls, tightly calked to prevent dust from smudging up the walls?

5. Is there a sufficient intake of fresh air into the system, either through normal infiltration or by means of a small duct, with a damper, provided for that purpose?

6. Is the humidifier ample in size, functioning automatically, free from scale or salt deposits that would hamper its operation?

7. Is the electric control of the fan set correctly so that it will not cause cold air to circulate through the house, yet will keep air at a comfortable temperature, in steady circulation?

B. Hot-Water Installation

1. Is the boiler large enough for intermittent oil-burner operation?

2. Does the hot water circulate rapidly and evenly throughout the entire house? If not, a forced-circulation pump is recommended. Electric controls should then be modified accordingly, so that the thermostat will control the operation of the pump, and an aquastat the operation of

the oil burner. Setting of the aquastat should be in line with the size and type of installation.

3. Are the water-circulating pipes properly distributed throughout the house, or can some improvement be accomplished by separating the system into several zones, for quicker, easier circulation?

4. Are the radiators properly vented to prevent air pockets so fatal to correct heating? In some cases periodic venting is an absolute necessity, unless automatic air vents can be installed.

5. If any radiators in the building are to be shut off, permanently, or during certain periods, are the radiator valves tight? Inspection of these valves and, if necessary, regrinding of the seats, are advisable.

6. Should a humidifier be installed in certain rooms, fed by a small quantity of water from the heating system, either manually or automatically?

7. Is there an indirect hot-water heater installed on the boiler, to supply economical domestic hot water, in summer as well as in winter?

C. Steam and Vapor Installations

1. Is the boiler large enough for intermittent oil-burner operation?

2. Is the pressure control set so that it will provide correct pressure for the steam to circulate evenly throughout the house? In a vapor system, does the gauge show evidence in winter that the system actually operates "on vacuum," for economy? If not, all piping and every valve should be checked for an air leak. Vapor systems must be absolutely airtight for correct operation and maximum saving.

3. Is there an automatic low-water burner cut-off (with or without automatic feed-water system) to prevent an accident in case of inadvertent lack of water in the boiler?

4. Are the steam circulating pipes properly distributed throughout the building, or can some improvement be accomplished by separating the system into several zones, for quicker, easier heating, and are there sufficient water traps to avoid pockets and hammering?

5. Are all radiators equipped with air vents of the correct sizes, larger, for quicker venting, on the radiators far away from the boiler, and smaller, for slower venting, on those close by the boiler?

6. Are all the radiator valves steamtight? Inspection of these valves and, if necessary, regrinding of the seats, are advisable.

7. Should a humidifier be installed in certain rooms, fed automatically by a small portion of the steam from the heating system?

8. Is there an indirect hot-water heater installed on the boiler, to supply economical domestic hot water, in summer as well as in winter?

TEACH RELIGION

Religious teachings are naturally included in my suggestions for an education program, regardless of denominational or religious beliefs. I would also suggest that attention be given to the various phases of ethics in public and personal relationships. Included might be a study of the canons of ethics of the various professions, which might serve to instill in students an idea of the importance of a proper relationship to their job, to their fellow men, to their country, and, of course, to their God.

— J. Edgar Hoover.

1581 Pictures

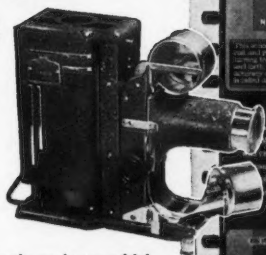
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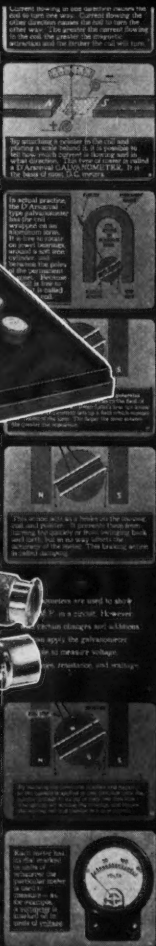
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Current Electricity.....	73	Electricity and the Storage Battery, Part 2.....	91
The Electric Cell.....	46	The Starting Motor.....	93
The Storage Battery.....	101	Chassis Electrical Systems.....	42
Electromagnetism.....	56	Maintenance of Storage Batteries.....	55
The Generator.....	80	The Ignition System (how it works).....	89
Alternating Current.....	85	The Ignition System (care and repair).....	65
Electric Motors.....	70		
Electric Meters.....	81		
Applications, Part 1.....	63		
Applications, Part 2.....	74		
Airplane Ignition.....	63		

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*See page 44 of the course outline, PIT 101

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Catholic Education News

WAR ACTIVITIES OF CATHOLIC SCHOOLS

The following news items of recent date, from all parts of the United States and Canada, present a cross section of the contributions of Catholic schools to national defense. They are listed as typical of what all of our schools are doing.

The Colleges

☐ La Salle College (Cleveland) is conducting evening classes for men engaged in war industries. ☐ Mundelein College (for women at Chicago) has 14 new "victory courses" and has a special counseling plan to help students find their places in vital work. ☐ The University of Detroit is admitting women to courses in engineering, for the duration of the war. ☐ Alma College (Jesuit theological school at Los Gatos, Calif.) has received a special trophy for its observation work in summoning help to a disabled Navy bomber. The college has 45 first-aid instructors, conducts 20 classes in first aid in the vicinity, and has donated much blood to the Red Cross. ☐ Villanova College (Pennsylvania) under its accelerated plan, accepts freshmen in February, June, and September. ☐ The College of St. Francis (Joliet, Ill.) has added a major in science and one in Spanish. ☐ Mt. Mary College (Milwaukee) offers courses in war nutrition, mechanical drawing and blueprint reading, and an evening noncredit course in a study of the Pope's peace plan. ☐ Teachers College of St. John's University (Brooklyn), offers courses in psychology and the war — children, civilian morale, rehabilitation. St. John's, in cooperation with the school of engineering of Manhattan College and the U. S. Office of Education, offers a series of night courses financed by the government to train men and women for positions in war industries. ☐ At

the University of Notre Dame 1200 young men from the Reserve Midshipman's School received their diplomas recently. These men will be assigned to ships as officers. ☐ At the Catholic University of America 250 first- and second-year students have served as individual subjects of special tests of a confidential nature conducted by the U. S. Navy. ☐ The medical and nursing schools of Loyola University (Chicago) and St. Louis University have each recruited a medical unit for the Army. V. Rev. Harry B. Crimmins, S.J., resigned the presidency of St. Louis University to become chaplain of the latter unit. ☐ At St. Francis College (Brooklyn) Brother Finbar is giving a preinduction course in history and geography, our foreign policy, our enemies, sabotage, etc. ☐ At Mt. St. Louis College (Montreal) 400 students are in the Cadet Corps and 200 in the Canadian Officers Training Corps. ☐ At Trinity College (Washington, D. C.) Mass is offered two days each week for men in the service. Every day from 8 a.m. to 6 p.m. there is a chain of prayer for peace and victory. The girls have bought a \$1,000 war bond, a Mass kit, and supplies for chaplains, and made contributions to Chinese Relief. They work in the dining room for the defense fund, knit for the Red Cross, act as nurses' aides in hospitals, etc.

The High Schools

☐ Sister M. Agnes, R.S.M., of Mercy High School, Milwaukee, Wis., is doing a special job for the government in lettering honor certificates which the Treasury Department awards for buying war bonds. ☐ At St. Mary of the Assumption High School and Grade School (Indianapolis, Ind.) pupils collected 713 cans of fruit and vegetables for the Little Sisters of the Poor. ☐ Sister M. Aquinas, O.S.F., St. Ambrose High School, Ironwood, Mich., has obtained a student pilot's license. She conducts classes in aeronautics at her school and has taught public

school teachers how to conduct such classes. ☐ At Notre Dame High School, San Francisco, the students rode in a "jeep" which their savings purchased for the Army. ☐ Catholic high schools in Detroit, Mich., are giving intensive courses in mechanical training for war production. ☐ At the University of Detroit, recently 83 nuns completed courses in aviation which qualify them to teach the subject in high schools. ☐ Notre Dame Academy, Cleveland, Ohio, is teaching wartime consumer education. ☐ St. Xavier High School at Louisville, Ky., has an active Victory Corps including physical fitness, preinduction, and wartime guidance. ☐ St. Anthony's High School, Los Angeles, has weekly classes to guide students into their proper place in national defense. ☐ Loyola High School, Los Angeles, has received the U. S. Treasury War Flag for outstanding accomplishment in selling \$4,194.20 worth of bonds and stamps. ☐ The Brooklyn Diocesan Council of Catholic Women is conducting career forums to steer youth from "dead-end jobs." ☐ The CYO in Chicago offers educational courses to soldiers. ☐ At St. Teresa High School, Detroit, on January 25 the boys staged a physical-fitness exhibition for school principals, coaches, and physical directors. ☐ Jeremiah Coughlin, a senior at De Sales High School, Geneva, N. Y., has received commendation from the President for working every day during the summer and buying \$1,700 worth of war bonds with his savings. ☐ Jesuit High School in New Orleans has a course in preflight aeronautics scheduled before regular classes and a new course in Latin-American history. ☐ The Knights of Columbus at Milwaukee is sponsoring a monthly day of recollection at Marquette University High School for men called to military service.

The Grade Schools

☐ In the Diocese of Syracuse 44 parochial
(Continued on page 10A)

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(Continued from page 8A)

schools reported \$26,107.81 worth of bonds and stamps sold in December, an increase of \$4,331.32 over November. ☐ In Chicago two Catholic schools shared top honors in scrap collection with two public schools. ☐ In Rhode Island pupils of Catholic schools bought \$85,000 worth of stamps during the quarter ending December 1, an average of \$2.75 per pupil. ☐ St. Rose's School at Clintonville, Wis., collected 100 pounds of scrap metal per pupil, bought \$2,340 worth of bonds and stamps, and have organized an army of prayer. ☐ In the Diocese of Brooklyn school children sold more than \$400,000 worth of bonds and nearly \$100,000 worth of stamps, and contributed in money and prayers to the physical and spiritual welfare of service men, including a large number of subscriptions for soldiers to the diocesan newspaper.

A PLAN TO ACCELERATE EDUCATION

The committee appointed at the 1942 meeting of the National Catholic Educational Association to study the question of accelerating education has devised three plans intended for submission to the 1943 meeting. Since this meeting, scheduled for Easter week in Buffalo, has been canceled, the various plans probably will be submitted by publication. Rev. Clarence Elwell, director of high schools of the Diocese of Cleveland, is the author of one plan, which provides for:

RETAINING the eight-year elementary school but allowing above-average pupils to pass through in six or seven years without skipping any subject matter;

CREATING a six-year high school covering some subject matter of the present seventh and eighth grades, the entire present high school program, and the program of the present first two years of college;

RETAINING colleges or universities holding pupils four or more years but teaching in the first two years matter now presented in junior and senior years of college and granting a bachelor's degree at the end of the second year.

According to this plan, all pupils would follow the same course in the first three grades. Then pupils constituting the upper portion of the class would pass directly to the fifth grade where they would continue without skipping subject matter. The slower members of the third-grade class would enter the fourth grade where they would review essentials of the lower grades and prepare for the fifth grade. A similar division would be made at the end of the sixth grade. Thus, for the brighter pupils, the fourth and seventh grades would be eliminated.

The plan insists upon a standardized graded program for a six-year high school, but the author explains that, if an existing four-year high school cannot expand its work to include the six years, it may choose to offer only the first or the second three years of the curriculum. The inclusion of the upper three years of high school would help some of our colleges to keep up their enrollment in the present emergency. Father Elwell points out that the proposed reorganization would eliminate the "present foolish and costly reduplication of identical courses in high school and college in such subjects as sciences and languages." He says that "The program of studies could be so arranged as to end education for most students at the end of the first division of the high school."

School Report for Chicago

The report of Very Rev. Msgr. Daniel F. Cunningham, superintendent of schools of the Archdiocese of Chicago, gives the total enrollment of all schools of the Archdiocese (kindergarten to college, inclusive) as 189,985. The high school enrollment was 29,357, an increase of more than 1000 over the figure for the previous year. The elementary schools lost 1760 pupils, leaving the total for the year as 147,436. Three new grammar schools and two new high schools were opened during the year. The report summarizes the war activities of the schools as follows:

Cooperating in every possible way with the war effort school children learned the principles of home defense and how to aid air-raid victims; and, they turned their pennies into fighting money through the purchase of war stamps and bonds. An elaborate fan-out alarm system has been worked out in all schools. Air-raid drills were frequent and pastors and superiors found places on their property to be used as raid shelters for children. Army and Navy Aircraft Warning Service used model planes made by students. Loyola and De Paul Universities prepared high school teachers for teaching of preaeronautics training courses. Sisters, as well as college, high school, and upper-grade students enrolled in Red Cross first-aid classes and younger children participated in Junior Red Cross activities.

Augustinians Hold Conference

The annual Augustinian Educational Conference was held at St. Augustine's College, Washington, D. C., December 30 and 31. Papers read and discussed were: St. Augustine on War and Peace; the Catholic School and Citizenship; the Teaching of Mathematics in High School During Wartime; the Survival of Classical Culture; the High School in a Nation at War; the College in a Nation at War.

Fordham Course on Interracialism

An article by Rev. John J. Roach in the January issue of *The Interracial Review* describes the course on interracialism at Fordham University's school of social service. Father Roach says: "A study of racism will afford one of the best preventives in the natural order against the insidious contagious disease of humanitarianism. Collectively speaking, we are all, to some extent,

(Continued on page 13A)

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(Continued from page 10A)

contaminated. We are completely surrounded even to the saturation point by the secularism of our time. At times, it seems almost inescapable. Our attitude toward the Negro is mute evidence of this fact."

Centennial of Clarke College

Clarke College, Dubuque, Iowa, conducted by the Sisters of Charity, B.V.M., is celebrating the centennial of its founding.

Language Teachers Organize

A Catholic Foreign Language Teachers' Association has resulted from the fourth annual meeting of the Latin Teachers' Conference of the Christian Brothers of the Chicago area. Meetings will be held three times a year with a sectional meeting for each language. Brother Herbert Patrick, F.S.C., of De La Salle High School, Chicago, is secretary of the Association, composed of men and women who teach in Catholic schools.

Confiscated School Returned

The supreme court in Mexico has just reversed a 15-year-old decision of a lower court which had nationalized a Catholic school conducted by the Jesuits at Puebla. The appeal was made by former students, five of whom are lawyers and one a physician.

College Fellowships

Webster College, Webster Groves, Mo., is offering four fellowships to women students from French Canada, Central and South America, and the Caribbean Islands. The fellowships are valued at \$800 each. Application should be made by April 1. Webster College is conducted by the Sisters of Loretto.

Typewriting Contests

The National Catholic High School Typists Association has announced its eleventh annual contest. The first contest, called the Every Pupil contest, held the second week in March, is open to all students in first- and second-year classes under Catholic supervision. Schools will be graded on the basis of median scores. Trophies will be awarded to schools and victory pins to high-ranking pupils.

The second contest, held the last week in April, will be open (this year for the first time) to all students studying typing. Applications must be made by April 15. Address: Sister M. Lucida, C.S.A., Sec'y., National Catholic H. S. Typists Association, Hays, Kans.

Personal News Items

REV. THOMAS J. COSTIN is the new president of Dowling College, Des Moines, Iowa, succeeding MOST REV. JOHN J. BOYLAN who was consecrated as Bishop of Rockford (Ill.) on February 17. Father Costin has been a member of the faculty of the school for 12 years.

Assumption College, Windsor, Ont., Canada, has bestowed its annual Christian Culture Medal upon PHILIP MURRAY, president of the C.I.O., who has "exemplified in his manifold public life not only true statesmanlike qualities but in a rare degree those cardinal virtues so necessary in every age, but especially today, namely: prudence, justice, temperance, and fortitude."

REV. EDWARD V. STANFORD, O.S.A., has been appointed by Paul V. McNutt, chairman of the War Manpower Commission, as a member of the new committee on policies, rules, and regulations for selecting institutions of higher learning for specialized training of the armed forces. Father Stanford, a former president of the Association of American Colleges, is a member of the Navy Advisory Educational Council, a member of the National Commission on Colleges and

Civilian Defense, and a member of the American Council's Committee on Relationships of Institutions of Higher Learning and Federal Government.

Religious Instruction by Mail

The Confraternity Home Study Service, 7800 Kenrick Road, St. Louis, Mo., under the direction of Rev. Lester J. Fallon, C.M., which has instructed thousands of people by mail, has a special department for the Army and Navy which has instructed 4000 men, 80 per cent of whom are non-Catholics. Papers are corrected by seminarians and returned by mail to the men. This has often been the only contact a soldier or sailor has had with the Church before he has met death.

In view of the increased activity due to the service to military men, the Confraternity is making, for the first time, an appeal for donations to the work.

Educational Broadcasts

Lest We Forget—Eternal Vigilance is the Price of Liberty is the title of a new series of educational broadcasts which will be presented over 435 radio stations after March 1. The broadcasts are also available for schools on 16-inch records.

You can also obtain without charge a "Portfolio of Freedom" containing the flags of the United Nations in colors, portraits of leaders and heroes, the Atlantic Charter, and other documents. Write to the Institute of Oral and Visual Education, Radio Division, 101 Park Ave., New York, N. Y.

O.P.A. Bulletin for Schools and Colleges

A new monthly, illustrated bulletin issued by the Educational Services Branch, Department of Information, Office of Price Administration, Washington, D. C. This will be a definite aid to

(Concluded on page 17A)

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New Supplies and Equipment Production, Service, and Sales News for School Buyers

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To assist the student to prepare, in advance, what films are to teach, to furnish the student with a permanent record of what the film taught, and to provide a test to aid in getting the fullest understanding of the subject matter presented, is the purpose of the Visual Learning Guides.

These Visual Learning Guides are for use with the series of sound films planned under the direction of the Federal Security Agency and the U. S. Office of Education.

"Extensive class try-outs have proved that the use of the guides enables the student to learn more quickly and more accurately, and thus more efficiently."

Guides now available cover precision measurement, engine lathe, milling machine, vertical boring mill, radial drill, and many other types of machine work.

The National Audio-Visual Council, Inc., 160 N. La Salle St., Chicago, Ill.

For brief reference use CSJ-310.

CONSUMERS' INSTITUTE SERVICE

A broadly developed program, to make wartime service available to still greater numbers of American homemakers and institutions, is announced by H. L. Andrews, Vice-President of the General Electric Company.

For many years the institute has been engaged in constructive research for home improvement. Today, with the actual conditions of wartime living at hand, the advance work done is finding practical application in home life.

Interesting booklets are published from time to time—various are the subjects: how to save fuel, how to make clothes last longer, balanced meals under ration rules, menu planning, war-workers' meals and lunch boxes, conservation care of all appliances.

General Electric Co., New York, N. Y.

For brief reference use CSJ-311.

FRIENDS OF THE AIR

Superb photography of our more commonly known bird visitors, including robin, wren, bluebird, cardinal, jay, catbird, and many others, makes an interesting "nature" study. Authentic recordings of bird voices and an interesting narration brings out the importance as well as the beauty of bird life in the one reel, 16mm. sound, black and white film just issued.

Bell and Howell Company, Chicago, Ill.

For brief reference use CSJ-312.

NATIONAL BROADCASTING PROGRAMS

Attention is directed to radio broadcasts of special interest to educators, administrators, and students.

"That They Might Live," a campaign to aid the Red Cross in recruiting 36,000 graduate nurses for duty with the armed forces, 100,000 nurses' aides, and 1,000,000 students in home-nursing courses, and a briefer program "March of Mercy," are important contributions to the war effort.

"Lands of the Free," the historical series presented by the Inter-American University of the Air, will be featured in a new program. May be heard shortly: "The London Company," "The Mayflower Compact," and "Roger Williams."

Many interesting broadcasts have recently changed time and it is suggested that local newspapers be checked for new time for the many interesting and educational broadcasts to come.

National Broadcasting Co., New York, N. Y.

CHEMICAL COMPANIES CONSOLIDATE

The consolidation of the J. B. Ford Company and Michigan Alkali Company affiliated with it, has been announced, and the united companies

will be known as Wyandotte Chemicals Corporation. By the merger is established in one organization one of the world's largest distributors of chemicals and the largest manufacturer of specialized cleaning materials.

Mr. E. M. Ford, formerly a director of the J. B. Ford Company, is president of the merger. The union of the two companies entailed no change in ownership or management, and was made solely in the interest of more efficient operation and distribution.

ENCYCLOPEDIA BRITANNICA

The oldest and most famous continuing publication in the world, *The Encyclopedia Britannica*, first issued in Edinburgh in 1768, is now in its 175th year. Distribution is world wide with subsidiary companies in England, Canada, and South Africa. General R. E. Wood, Chairman of the Board, Sears Roebuck and Company, has announced the gift of the *Encyclopedia Britannica*, *Britannica Book of the Year*, *Britannica Junior*, and *The Encyclopedia Britannica World Atlas*, to the University of Chicago.

In accepting the gift for the University of Chicago, President Robert M. Hutchins observed "*The Britannica*" is one of the earliest forms of extension education. Ownership of *The Encyclopedia Britannica* is, therefore, a development closely related to the University's interest in extending educational facilities to the widest possible number.

"The University's ownership will increase the educational and scholarly authority which has distinguished the publication since it was first issued by a 'society of gentlemen.'"

Faculty committees of the University will provide educational advice and consultation to assist in securing scholarly and scientific authorities for continuous revision.

The Encyclopedia Britannica henceforth will bear the imprimatur of The University of Chicago.

JOHN SEXTON & CO. ANNIVERSARY

Dedicated to service to the institutional markets, now for sixty years, the success and growth of John Sexton & Company has been outstanding. For the 25 years just passed, the company has been under the direction of Sherman J. Sexton who succeeded his father as president in 1926. It is said of Mr. Sexton that "Gladly he shoulders the responsibility of nourishing countless thousands—and calls it a privilege."

The Sexton 60th anniversary is fittingly marked by the publication of a beautiful booklet introducing the 1942 additions to the Sexton fleet, and snapshots of the skippers who contact the well-satisfied patrons. The illustrations also show the wide character of institutions served by Sexton & Company. The colored photos depict the wide variety of Sexton products.

JOIN THE RED CROSS

March, 1943, has been designated Red Cross month by President Roosevelt. During this month the Red Cross is conducting a nation-wide War Fund campaign. The annual roll call for membership in the Red Cross, which was due last November, was postponed till March, 1943, to coincide with the general war fund campaign.

The Junior Red Cross, which has been organized in very many Catholic schools, has made a large contribution in funds and service for the relief of victims of war and catastrophes in civil life.

The Red Cross chapter in your community will gladly supply all the information and materials you need for the part your school can play in the present war fund campaign and for permanent Red Cross activities in your school.

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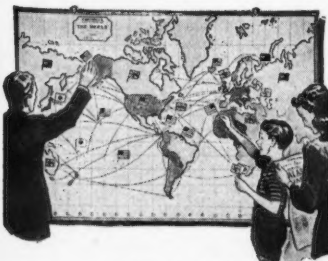
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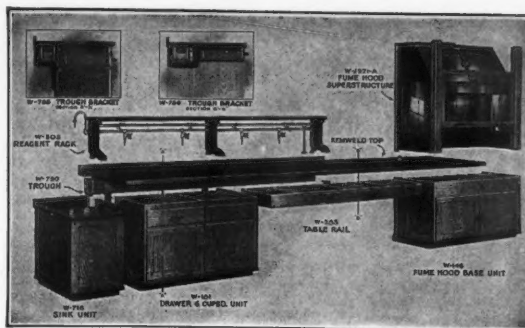
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New Books

(Concluded from page 97)

The Old Testament and the Critics

A translation from the French of J. Coppens.
Edited by Edward A. Ryan and Edward W.
Tribbe, S.J. Cloth, 181 pp. \$2. St. Anthony Guild
Press, Paterson, N. J.

This is a translation of the latest revision
(1940) of a standard French work.

Notre Dame One Hundred Years

By Arthur J. Hope, C.S.C. Cloth, 494 pp. \$4.
University Press, Notre Dame, Ind.

On November 26, 1942, the University of Notre
Dame celebrated its one hundredth birthday.
Father Hope has compiled this history, the first
in fifty years, as a practical memorial of the
centenary of his alma mater.

The story begins with a brief biography of
Father Edward Sorin, founder of the University,
gives a series of pictures of the early hardships,
successes, and misfortunes and continuous devel-
opment to the present day when Notre Dame,
one of our leading Catholic universities, has pro-
vided facilities for the training of thousands of
sailors for the U. S. Navy. In Civil War days,
when priests were scarce, Father Sorin sent seven
of his faculty as chaplains to the Army, and
persuaded the Sisters of the Holy Cross to
shoulder a great amount of the burden of caring
for sick and wounded soldiers. There is the story
of the University's success in athletics with ath-
letes of such sterling character that their example
brought their famous coach into the Church.

This history of Notre Dame will be read with
interest not only by alumni but by many others
for the side light it plays upon the history of
the Church, the state, and the nation.

A Salute to the Men in Service

By Rev. Daniel A. Lord, S.J. Paper, 40 pp.
Single copy, 12 cents; quantity discounts. The
Queen's Work, 3742 W. Pine Blvd., St. Louis, Mo.

Father Lord discusses the real meaning of
patriotism, the attitude to be taken toward the
enemy, suffering and danger, good example, and
many other problems of a soldier's life. Service
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(Concluded from page 13A)

teachers in explaining the reasons for and the regulations regarding price control, rent control, and rationing.

COMING CONVENTIONS

• Feb. 27. Educational Press Association of America, at St. Louis, Mo. Lyle W. Ashby, 1201 Sixteenth St., N.W., Washington, D. C., secretary. • Apr. 13-16. American Association for Health and Physical Education and Recreation, at Cincinnati, Ohio. N. P. Neilson, 1201 Sixteenth St., N.W., Washington, D. C., secretary. • Apr. 21-24. Eastern Commercial Teachers Association, at New York, N. Y. Raymond C. Goodfellow, 31 Green St., Newark, N. J., secretary. • Apr. 26-27. Catholic Association for International Peace, at Washington, D. C. Rev. R. A. McGowan, 1312 Massachusetts Ave., N.W., Washington, D. C., secretary.

State Association Meetings

• Georgia Education Association, at Atlanta, Apr. 8-9. R. L. Ramsey, 704 Walton Bldg., Atlanta, secretary. • Kentucky Education Association, at Louisville, Apr. 14-16. W. P. King, 1423 Heyburn Bldg., Louisville, secretary. • Mississippi Educational Association, at Jackson, Mar. 10-12. W. N. Taylor, Box 826, Jackson, secretary.

My Worth to the World

By Louise I. Capen and D. Montfort Melchior. Cloth, 617 pp., illustrated. American Book Co., New York, N. Y. This is intended as a course in civics in one of the early years of high school. It aims to present the necessary facts and to assist the pupils to apply their growing understanding of modern civic organization to their own problems and to those common to the community in which they live. The book is supplied with such teaching aids as questions, discussions, case studies, and a selected civics vocabulary which grows from lesson to lesson.

Dare to Live

By Rev. Albert H. Dolan, O.Carm. Paper, 64 pp. 15 cents. The Carmelite Press, 55 Demarest Ave., Englewood, N. J.

This booklet, now in its third edition, suggests a method of making the living of religion a boon, and a means of developing pleasing, charitable personalities.

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The Role of Government in the Above

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The Government at Washington and the schools throughout America are co-operating to stimulate *aviation education* in the schools. The problem is more than aviation education in the narrow vocational sense. The real problem is that of creating a new national psychology.

The *new geography* of the world must be represented by a *polar projection map*. Instead of regarding the North Pole as the top of the map, the airplane has caused us to place the North Pole at the center of the map, much in the way that the hub is the center of the wheel.

Aviation is a fascinating subject to all young pupils, and should be introduced in their earliest reading to provide that *interest* which is the chief factor in teaching young pupils to read.

Aviation will furnish interest to all the subjects taught in school, and the new national psychology is best built by introducing aviation throughout the elementary and high school grades.

For years Allyn and Bacon have had the good fortune to have an *aviation editor*, in the person of Lieutenant Colonel George Lusk, now in the Air Service at Washington. Their books have, therefore, always featured aviation, adding this element of interest to each subject.

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By QUINLAN, the third reader, introduces to airplanes as mail carriers and means of transportation, in the section devoted to Friends Around the World.

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By PIERCE, the first book of a geography series, introduces the pupils to the aviator and air transport.

4th Grade

JOURNEYS THROUGH MANY LANDS

By STULL AND HATCH, begins with a polar projection map introducing global geography. The pupils visit countries by plane. All geographies of this series have travel by air.

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By EDGERTON AND CARPENTER, contains airplane problems, including Doolittle speed records, other flying records, and illustrations.

8th Grade

THE STORY OF OUR COUNTRY

By WEST, treats flying from the time of the Civil War through the Great War, and the present Global War, with illustrations of the first world flight and other celebrated flights, and showing the history of aviation.

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BUILDING CITIZENSHIP

By HUGHES, illustrates air transport and gives the history of the balloon, dirigible, and airplane.

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By CENTER AND HOLMES, has the story Silver Wings, illustrations, and the article, To Honor the Wrights.

GENERAL MATHEMATICS

By EDGERTON AND CARPENTER, has illustrations and airplane examples

ELEMENTARY ALGEBRA

By EDGERTON AND CARPENTER, shows a balloon race and aviation pictures and examples.

INTRODUCTION TO BUSINESS

By REED AND MORGAN, gives pages to air travel, air service, and shipping by air.

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By WEST, contains illustrations of the conquest of the air and the story of aviation in the first World War.

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9th Grade

10th Grade

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